

PRESCRIBED CURRICULUM OF NURSING ASSISTANT TRAINING PROGRAMS

Approved by the Maine State Board of Nursing
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{Table of Contents titles and page numbers have been updated}

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INTRODUCTION

In 1987, the Maine State Legislature authorized the Maine State Board of Nursing to prescribe a curriculum for the training of nursing assistants. In December 1988, the Board voted unanimous approval of this curriculum. In 1998 a review and update of the curriculum was conducted by an advisory committee. In June 1999, the Board reviewed the proposed revision to the curriculum and on October 7, 1999 the Board voted to accept the ~~current~~ curriculum. In January 2003, the curriculum was reordered. -Units I-VI coincide with the PatientPersonal Support Specialist (PSS) curriculum part I. The ~~curriculum is Prescribed Curriculum For Nursing Assistant Training Programs is~~ available through the **Maine Department of Education** to program instructors in Maine-

or from the Maine State Board of Nursing. The Introduction to Health Care and Human Services for the Patient Support Specialist (PSS) and Certified Nurses Assistant (CNA) Training Program (Units I-VI is available through the Department of Education, Maine State Board of Nursing, and the Department of Health and Human Services. The curriculum is generic in nature and is designed to prepare the student to provide basic nursing assistance under the supervision and delegation of a registered professional nurse. Basic skills learned will enable the certified nursing assistant to do the following:

1. Maintain a proper physical and emotional patient environment
2. Report and record observations
3. Provide assistance in personal hygiene
4. Assist with body movement and ambulation
5. Assist with nutrition and elimination
6. Assist with emergency situations
7. Communicate in an effective, positive manner
8. Assist the registered professional nurse to provide general patient care.

The registered professional nurse (RN) may delegate to a nursing assistant-/student only those tasks for which the individual has been satisfactorily prepared to accept, as documented by the instructional staff.

It is the responsibility of the professional instructor to remain current on federal and state laws and rules and regulations, applicable to training and certifying nursing assistants. Refer to the OBRA regulations Federal Register 42 CFR parts 431, 433and 483 Medicare and Medicaid Programs: Nurse Aide Training and Competency Evaluation Programs and Chapter 5 Rules and Regulations of the Maine State Board of Nursing

It is hoped that this standardized approach to programming will improve the quality of educational programs preparing nursing assistants and ultimately be reflected in improved quality of patient care.

Upon successful completion of this program and an evaluation of competency through testing, the nursing assistant will be issued a standardized certificate of training by the educational program, which will keep a record of all certificates issued for at least 3 years.

The curriculum will be made available upon request to all approved agencies and facilities offering educational programs to prepare certified nursing assistants. Additionally, loan resources, including audiovisual aids, will be made available (at a minimal cost) through the Curriculum Resources Center at United Technologies Center in Bangor.

~~This curriculum and the loan resources are only teaching aids.~~ The quality of educational programming ultimately rests with the professional nurse instructor, who is legally responsible for the administration and supervision of the program.

The Maine State Board of Nursing is grateful to all those who gave unselfishly of their time and effort in developing, editing, and designing this manual. The Board extends a special thank you to ~~Mary A. Brennan, R.N., M.S., Ed., those~~ who served ~~as chair of on~~ the advisory committees established by the Board to develop and revise and update this curriculum.

{Members of the Advisory Committee have been updated}

**CNA The Prescribed Curriculum for Nursing Assistant Training Programs Advisory Committee
June 1999**

March 2008

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<u>Division of Licensing and Certification</u>	<u>Maine State Board of Nursing</u>
<u>C N A Registry</u>	

HOW TO USE THIS MANUAL

This manual includes program objectives, unit objectives, and a content outline. ~~All theory must be taught even when correlated clinical experiences are not available.~~ Policies pertaining to attendance, grading, progression, and retention shall be developed by the instructor and made available in writing to the students upon admission. ~~A copy of the Maine Health Occupations Educators Association (MHOEA) policy may be obtained from the Department of Education.~~ A copy of the MHOEA policy is included in this document as a resource beginning on page 106.

The **minimum** hours for this curriculum shall be:

Theory	80 90 hours
Skills laboratory	20 hours
Clinical	50 70 hours
Total	150 180 hours

The instructor responsible for the delivery of the program shall be a currently licensed registered professional nurse in the State of Maine with demonstrated competence in teaching techniques. - Contact the Department of Education for information on the Train the Trainer Programs for CNA instructors. Members of other disciplines may assist in teaching the CNA program as necessary and desirable. Tools for evaluating student performance in the skills laboratory and in the clinical setting shall be developed by the instructor. There are five texts that are recommended for use with this curriculum. The test must up to date and no less than 5 years old. You may request one text from each of the textbook companies. When you have made a decision on the appropriate one, order the instructor's guide that will provide you with lesson plans, activities, exams, etc. Many of the guides are on CD and are easy to use. Often they will include powerpoint presentations that will make the didactic more meaningful to the student. The texts that are recommended are:
Essentials for Nursing Assistants, Pamela J. Carter, RN, Med, Lippincott, Williams, and Wilkins
Nursing Assistant: A Nursing Process Approach, Barbara Hegner, Barbara Acello, Esther Caldwell, Cengage Learning/Delmar
Being A Nursing Assistant, Francie Wolgin, Brady/Prentice Hall
Being A Nursing Assistant, Sheila A. Sorrentino, Elsevier Mosby/Saunders
The Effective Nursing Assistant, Ruth Ann Stratton, Roanne Mancari, Glenco/Mcgraw Hill

The clinical instructor/student ratio shall be no greater than one instructor for every ten students. However the ideal clinical instructor/student ratio is one to one, and this ratio may be at times necessary for adequate learning and safe patient care.

All objectives must be met to successfully complete this course. All skills must be demonstrated, and the student must perform return demonstrations satisfactorily, either in the clinical setting or the skills laboratory.

It is recommended that a system of pass/fail be used in grading the skills laboratory portion of the course. The criteria necessary to pass each skill should be determined by the instructor and be available to the student prior to the skill test. Students are tested through direct observation by the instructor, who determines how many attempts the student should have for each test.

Some students may need a one-to-one practice session. Makeup time for any missed classroom, skills laboratory, and clinical hours must be provided according to school policy.

This curriculum sets minimum standards. Units I through VII must be taught at the beginning of the program utilizing the accompanying PSS Introduction to Health Care and Human Resources manual (for Units I through VI). All information in the PSS manual must be presented. Because the first 6 units of the curriculum are common to the PSS and C N A curricula, it is imperative that the 6 units are taught the way they are presented so that a student may choose to continue on the PSS or the CNA track.

Content in Units VIII through XI need not be taught in the order listed. Time ~~may~~ should be added and emphasis made by instructor to highlight **certain aspects** of this portion of the curriculum. Nothing may be taught beyond the guidelines set forth in Chapter 5: Regulations Relating to Training Programs and Delegation by Registered Professional Nurses of Selected Nursing Tasks to Certified Nursing Assistants.

PHILOSOPHY

Nursing care is concerned with the basic needs of individuals, all of whom have physical, mental, spiritual, social, and cultural dimensions. The ~~certified nursing assistant (CNA)~~ with appropriate education and training, is capable of providing nursing care under the supervision and delegation of a registered professional nurse.

Learning involves the whole person, including his or her intellect, feelings, values, attitudes, and interests. Learning progresses from simple to complex and takes ~~in~~ into consideration the past experiences that serve as a basis for new knowledge and understanding.

The instructor helps the student to fulfill the program's objectives by creating a climate in which shared knowledge and the exposure of the learner to planned experiences will effect a change in the behavior of the student.

All efforts should be made to preserve the safety, dignity, individuality, privacy, and confidentiality of the patient.

The certified nursing assistant is a valuable member of the nursing team. The certified nursing assistant's role is to assist the registered professional nurse in tasks that support nursing practice.

COURSE OBJECTIVES

~~By the time the student completes this~~ Upon course completion the student will be able to:

1. Maintain a proper physical and emotional patient environment.
2. Report and record observations.
3. Provide assistance in personal hygiene.
4. Assist with body movement and ambulation.
5. Assist with nutrition and elimination.
6. Assist with emergency situations.
7. Assist the ~~registered professional nurse (RN) to provide~~ in providing general patient care.
8. Communicate in an effective and positive manner.
9. Demonstrate understanding of skills appropriate for the CNA.

Unit I

Entering the Health Care and Human Service Fields

| ~~At the~~Upon completion of this unit the student will be able to:

1. Describe the different kinds of health care and human service programs available to consumers.
2. Describe the important values in health care and human services.
3. Describe the scope of career options within the health care and human service systems (e.g., the types of employment available).

Unit I

Entering the Health Care and Human Service Fields

Objectives

1. Describe the different kinds of health care and human service programs available to consumers.

Content

1. Health care and human services in Maine
 - A. Short- term care
 1. acute care (hospitals)
 - a. definition
 2. Same day surgery centers
 - B. Long- term care
 1. Nursing facilities (NFs)
 - a. definition
 - b. services
 - i. 24-hour care
 - ii. consumer care
 - iii. personal care
 2. Assisted housing programs
 - a. definition
 - b. services
 - i. residential care facilities
 - ii. assisted living programs
 - iii independent housing with services
 3. Assisted housing services
 - a. personal supervision
 - b. protection from environmental hazards
 - c. assistance with activities of daily living (ADLS) and instrumental activities of daily living (IADLS)
 - i. ADLS definition
 - ii. IADLS definition
 - d. administration of medication
 - e. diversional, motivational, or recreational activities
 - f. dietary services
 - g. nursing services
 4. Home and community based services
 - a. MaineCare Benefits
 - i. home and community waivers

1. Describe the different kinds of health care and human service programs available to consumers. (continued)

- b. in-home and community support services
 - i. description
 - ii. adult day services (ADS)
 - iii. home health care services
 - iv. hospice care
 - v. personal support specialist (PSS)
 - vi. homemaker services
 - vii. respite care services

2. Regulating health care and human services

A. The Maine Department of Health and Human Services (DHHS)

1. Office of Maine Care Services
2. Office of Elder Services
 - a. Adult Protective Services (APS)
 - b. home and community based care services
 - i. home delivered meals
 - ii. outreach information and assistance
 - iii. transportation
 - iv. employment
 - v. volunteer services
 - vi. public education
 - vii. legal services
 - c. investigations of violations
 - d. regulates/licenses
 - i. assisted living
 - ii. residential care programs
 - iii. adult day care programs

B. Behavioral Health

1. Adult Mental Health
2. Mental Retardation (MR) Adults with Cognitive and Physical Disability Services

~~C. Office of Substance Abuse~~

- ~~3. Paying for Health Care and Human Children's Behavioral Health Services~~

~~A. Medicare~~

- ~~1. Part A~~

	C. Office of Substance Abuse
	3. Paying for health care and human services
1. Describe the different kinds of health care and human service programs available to consumers. (continued)	2. Part B A. Medicare B. MaineCare (Medicaid) 1. Part A 2. Part B B. MaineCare (Medicaid) C. Veteran's Affairs (VA) D. Private long term care E. State funded programs F. Private pay
2. Describe the important values in health care and Human Services.	1. Important <u>values</u> in <u>health care</u> and <u>human services</u> A. Choices (staff and consumer) B. Person-centered C. Consumer involvement in planning D. Independence E. Participation in the community F. Being positive G. Individuality
3. Describe the scope of career options within the health care and human service systems (e.g., the types of employment available).	1. Homemaker 2. Personal Support Specialist (PSS) 3. Certified Residential Medication Aide (CRMA) 4. Mental Health Rehabilitation Technician (MHRT) 5. Certified Nursing Assistant (CNA) 6. Certified Nurses Assistant Medications (CNA-M) 7. Home Health Aide (HHA) 8. Other staff in nursing and assisted living facilities A. Dietary B. Activities <u>department staff</u> C. Nursing 1. director of nursing (DON) 2. charge nurse 3. RN <u>registered nurse</u> 4. licensed practical nurse (LPN) 5. certified nursing assistant (CNA) 6. certified nursing assistant medications (CNA-M) 7. home health aide (HHA) D. Administration

3. Describe the scope of career options within

———the health care and human service

———systems (e.g., the types of employment

———available) (continued).

E. Social services

F. Housekeeping and laundry

G. Clinical staff

H. Maintenance

Unit II

Basic Work Skills and Job Maintenance

| ~~At the~~ Upon completion of this unit the student will be able to:

1. Describe your responsibilities as an employee.
2. Describe your rights as an employee.
3. Identify good work habits such as attendance, punctuality, and reliability.
4. Explain why prioritizing is important.
5. Prioritize a list of common tasks.
6. Describe conduct that is appropriate in a work setting.
7. Describe the importance of proper boundaries when working in health care or human services.
8. Explain the importance of personal appearance, hygiene, nutrition, and personal stress reduction for effective job performance.
9. Explain the importance of personal and career development.

Unit II

Basic Work Skills and Job Maintenance

Objectives	Content
1. Describe your responsibilities as an employee.	1. Your <u>responsibilities</u> A. Mandatory reporting of abuse neglect, or exploitation B. Maintaining confidential information C. Completion of proper orders D. Respecting consumer rights
2. Describe your rights as an employee.	1. Rights A. Definition B. Employee rights C. Laws 1. Occupational Safety and Health Association (OSHA) 2. wage and hour 3. hazardous chemical 4. fair labor standards 5. workers compensation
3. Identify good work habits such as attendance, punctuality, and reliability.	1. Punctuality 2. Dependability 3. Reliability 4. Appropriate dress 5. Appropriate behavior 6. Proper hygiene and appearance 7. Positive attitude 8. Integrity
4. Explain why prioritizing is important.	1. Prioritizing A. Time Management
5. Prioritize a list of common tasks.	1. Prioritizing Examples <u>of prioritizing</u>
6. Describe conduct that is appropriate in a work setting.	1. Teamwork
7. Describe the importance of proper boundaries when working in health care or human services.	1. Boundaries A. Definition B. Limits C. Social and work relationships

Objectives	Content
7. Describe the importance of proper boundaries when working in health care or human services. (continued)	<u>D. Community and home based care</u> <u>care plan</u> <u>1. job description</u> <u>2. the consumer's individualized</u> <u>care plan</u> 3. legal ethical codes E. Work activities
8. Explain the importance of personal appearance, hygiene, nutrition, and personal stress reduction for effective job performance.	1. Stress A. Definition B. Effects of excessive stress 1. physical effects 2. behavioral effects 2. Burnout A. Definition B. Signs 1. emotional cues 2. biological cues 3. other cues 3. Managing stress and avoiding burnout A. Emotional and physical well being 1. exercise three to four times per week 2. eat well balanced, nutritious meals 3. avoid caffeine, nicotine, and other stimulants 4. get plenty of sleep B. Leave your work at work C. Do not take on all of the problems of your consumers D. Maintain and nurture your social supports on and off the job E. Take care of things important in your own life
9. Explain the importance of personal and career development.	1. Personal and <u>career</u> <u>development/education</u> A. Professional education B. Training C. Educational goals

Unit III

Legal and Ethical Aspects of Care

| ~~At the~~ Upon completion of this unit the student will be able to:

1. Describe key regulations governing the functioning of health care and human service providers.
2. Explain basic consumer rights.
3. Describe the legal status of consumers including guardianship, power-of attorney, living wills, and “Do Not Resuscitate” (DNR) orders.
4. Recognize signs and symptoms of abuse (verbal, physical, psychological, and sexual), as well as, exploitation and neglect.
5. Explain your responsibilities in reporting known or suspected abuse, neglect, or exploitation—, including the consequences for not reporting.
6. Explain what ethics means and how it applies in the health care and human service fields.

Unit III

Legal and Ethical Aspects of Care

Objectives	Content
1. Describe key regulations governing the functioning of health care and human service providers.	1. Regulations <ul style="list-style-type: none">A. DefinitionB. Example of regulations<ul style="list-style-type: none">1. administration and storage of medications2. procedures for psychosocial medical services3. assessment and service planning4. admissions policies and procedures5. implementation of activity programs6. hygiene and safety compliance7. handicap access and related American with Disabilities Act (ADA) issues8. minimum staff qualifications9. consumer records and tracking of services10. number of persons that can be served in particular facilities
2. Explain basic consumer rights.	1. Consumer Rights <ul style="list-style-type: none">A. Explanation of rightsB. Examples of documents on patient rights<ul style="list-style-type: none">1. a consumer's bill of rights2. the <u>resident's</u> bill of rights3. <u>consumer's</u> bill of rights for home based care4. rights of residents in assisted living programs and residential care facilities5. rights and basic protections for persons with mental retardation and autism <u>health services</u>6. rights of recipients of mental health services

Objectives	Content
3. Describe the legal status of consumers including guardianship, power-of-attorney, living wills, and “Do Not Resuscitate” (DNR) orders.	<ul style="list-style-type: none">1. Guardianship and <u>conservatorship</u><ul style="list-style-type: none">A. PurposeB. Definitions<ul style="list-style-type: none">1. incapacity2. guardian<ul style="list-style-type: none">a. <u>ward</u>3. conservatorC. Relationship between a conservator and guardianD. Who may serve as guardian or conservatorE. How is a guardian appointedF. Managing money and property as a fiduciaryG. Types of guardianship<ul style="list-style-type: none">1. full guardianship2. limited guardianshipH. Rights and responsibilities of the <u>guardian</u>I. Working with guardians2. Representative <u>payee</u>3. Health care advance directives<ul style="list-style-type: none">A. Durable power of attorney for health careB. Living willsC. DNR orders
4. Recognize signs and symptoms of abuse (verbal, physical, psychological, and sexual), as well as, exploitation and neglect.	<ul style="list-style-type: none">1. Adult Consumers<ul style="list-style-type: none">A. Definition of abuse<ul style="list-style-type: none">1. physical abuse<ul style="list-style-type: none">a. pushing, hitting, shaking, pulling hairb. tying to a bed, chair, or locking in a roomc. forcing into sexual activityd. giving the wrong medicine or too much medicine on purposee. denying visits with friends or familyf. harassment or verbal threats2. indicators of abuse

Objectives	Content
4. Recognize signs and symptoms of abuse (verbal, physical, psychological, and sexual), as well as, exploitation and neglect. (continued)	<u>a. broken bones</u> <u>b. burns</u> <u>c. cuts</u> d. internal injuries e. marks/bruises f. scars 3. sexual abuse a. definition of sexual abuse b. indicators of sexual abuse i. affectionate gestures that are lingering and seductive centered on the sex organs, anus, or breasts ii. injury to genitals, anus, breast, or mouth iii. sexual intercourse, fellatio, or cunnilingus performed on an incapacitated consumer iv. child reports a parent manipulates genitals, and/or buttocks v. staff member exposes his/her genitals to a consumer vi. venereal disease vii. torn, stained, or bloody underwear viii. difficulty walking or sitting ix. pain or itching in genital area 4. <u>Neglect</u> a. definition of neglect b. indicators of neglect i. assaultive consumers left alone and unsupervised ii. aide has fallen asleep/_intoxicated while on duty iii. bleeding gums and some loose teeth

Objectives	Content
<div> <div>4. Recognize signs and symptoms of abuse</div> <div>(verbal, physical, psychological, and</div> <div>sexual), as well as, exploitation and neglect.</div> <div>(continued)</div> </div>	<div> <div>iv. consumer fearful about leaving room or home</div> <div>v. staff not attempting to determine the cause of fear</div> <div>vi. consumer fell several days ago and consumer's doctor or family was not notified</div> </div>
	<div> <div>5. <u>Exploitation</u></div> <div> <div>a. definition of exploitation</div> <div>b. indicators of exploitation <div> <div>i. representative payee fails to pay and provide money for personal needs</div> <div>ii. representative payee purchases furniture or clothing not intended for the consumer</div> <div>iii. consumer manipulated into giving away money or personal property</div> <div>iv. disappearance of personal property</div> <div>v. transfer of property, savings, or insurance</div> <div>vi. change in cash flow</div> <div>vii. change in will</div> <div>viii. depleted bank accounts</div> </div> </div> </div> </div>
	<div> <div>6. <u>Types</u> of abuse, neglect, and exploitation</div> </div>
	<div> <div>7. <u>Consumer</u> risk factors</div> <div> <div>a. argumentative behavior</div> <div>b. assaultive behavior</div> <div>c. demanding behavior</div> <div>d. hostile behavior</div> <div>e. incompetence</div> <div>f. organic brain syndrome (OBS)</div> <div>g. dementia</div> <div>h. incontinence</div> <div>i. intrusive behavior</div> <div>j. manipulative behavior</div> <div>k. inability to communicate</div> </div> </div>

4. Recognize signs and symptoms of abuse

(verbal, physical, psychological, and

sexual), as well as, exploitation and neglect.

(continued)

PSS manual

l. passive aggressive behavior

m. verbally abusive behavior

n. substance abuse

i. intrusive behavior

o. sexual acting out

j. manipulative behavior

2. Child abuse and neglect

k. inability to communicate

A. 1. passive aggressive behavior

m. verbally abusive behavior

n. substance abuse

o. sexual acting out behavior

B. Signs and symptoms as indicated in-

1. suspicious injuries

2. excessive punishment

3. emotional or mental injury

or-

impairment

4. sexual abuse or exploitation

5. inadequate food, clothing, shelter, supervision, or health care

6. deprivation of normal childhood living experience (emotional neglect)

7. failure to protect a child from abuse or neglect

8. children who are abandoned

9. parents who don't safely care for their children

C. Factors associated with abuse and neglect

1. family isolation

2. misunderstanding of a child's

physical or emotional and

developmental needs

3. family under severe stress

4. alcohol or drug abuse

5. parents who were abused or neglected

6. parents overwhelmed by the

responsibility of caring for their

children

7. mental or physical health problems

8. family violence

- | | |
|--|---|
| —4. Recognize signs and symptoms of abuse | 9. <u>low self-esteem</u> |
| — (verbal, physical, psychological, and | — <u>of child</u> |
| — sexual), as well as, exploitation and neglect. | 10. <u>poor control over emotions</u> |
| — (continued). | — <u>D. Risk factors</u> |
| | 1. <u>family violence/assaultive</u> |
| | — <u>behavior</u> |
| | 2. <u>alcohol/drug abuse by</u> |
| | — <u>parent/caretaker</u> |
| | 3. <u>parent/child conflict</u> |
| | 4. <u>mental/physical health</u> |
| | — <u>problem of child</u> |
| | 5. — <u>severe acting out behavior</u> |
| | 6. <u>school problems</u> |
| | — 7. — <u>divorce conflict</u> |
| | — 8. — <u>child withdrawn/depressed</u> |
| | — 9. — <u>runaway</u> |
| | — 10. — <u>alcohol/drug abuse by child</u> |
| | — 11. — <u>non-organic failure to thrive</u> |
| | — <u>child</u> |
| | D. <u>E.</u> <u>Types of services</u> |
| | — 1. — <u>child protective</u> |
| | — 2. — <u>day care</u> |
| | — 3. — <u>counseling for parents</u> |
| | — 4. — <u>homemakers</u> |
| | — 5. — <u>substance abuse treatment</u> |
| | — 6. — <u>family violence programs</u> |
| | — 7. — <u>temporary shelter for teens</u> |
| | — 8. — <u>short term family</u> |
| | — 9. — <u>parent education</u> |
| | — 10. — <u>public health nursing</u> |
| | E <u>F.</u> <u>Reporting child abuse and neglect</u> |
| | 1. — <u>professionals that must report</u> |
| | F <u>G.</u> <u>Reporting procedure</u> |
| | 1. <u>DHHS</u> |
| | a. <u>telephone</u> |
| | b. <u>written report</u> |
| | i. <u>identifying information</u> |
| | — <u>on the family</u> |
| | ii. <u>nature and extent of the</u> |
| | — <u>abuse or neglect</u> |
| | iii. <u>family composition</u> |
| | iv. <u>the source of the report</u> |
| 4. <u>Recognize signs and symptoms of abuse</u> | v. <u>where that person can be</u> |
| <u>(verbal, physical, psychological,</u> | — <u>contacted</u> |
| — <u>sexual), as well as, exploitation and neglect</u> | c. <u>confidentiality</u> |
| — (continued). | d. <u>immunity</u> |
| | e. <u>liability for failure to report</u> |
| | G <u>H.</u> <u>Child protective services</u> |

1. the child's rights
2. parent's rights (when receiving child protective services)
3. parent's rights (child protection order)

5. Explain your responsibilities in reporting known or suspected abuse, neglect, or exploitation – including the consequences for not reporting.

1. Mandatory reporting
 - A. Individuals who are mandated to report in a professional capacity
 - B. Other individuals who are mandated to report
 - C. Facility reporting
 - D. Optional reporting
 - E. Where to report
 1. Adult Protective Services, Office of Elder Services at DHHS
 2. Behavioral Health
 3. licensed nursing facilities to DHHS, Division of Licensing-
and Regulatory Services
 - F. Immunity
 - G. Confidentiality
2. Other resources and interventions
 - ~~A. APS~~
 - ~~B. Long-Term Care Ombudsman-~~
Program

6. Explain what ethics means and how it applies in the health care and human service fields.

1. Ethics

Unit IV

Communication

| ~~At the~~ Upon completion of this unit the student will be able to:

1. Identify the parts (e.g., sender, message, receiver) and the potential barriers to communication.
2. Identify the methods of communication (e.g., verbal, body language, and listening).
3. Explain the active listening strategy for improving communication.
4. Explain appropriate communication between health care and human service workers and consumers.
5. Explain appropriate communication between an employee and others including; staff members, supervisors, family, and friends.
6. Describe strategies for communication with people that have physical, emotional, cultural, and social impairments.

Unit IV Communication

Objectives

1. Identify the parts (e.g., sender, message, receiver) and the potential barriers to communication.
2. Identify the methods of communication (e.g., verbal, body language, and listening).

Content

1. The communication process has three main components
 - A. Sender
 - B. Receiver
 - C. Message
 1. feedback
 2. clarify
 - D. Barriers to communication
 1. uncommon language foreign languages
 2. speech difficulties
 3. hearing impairment
 4. body language and message incongruent
 5. background noise and lights
 6. other people in area
 7. processing difficulties
 8. emotions
 9. work behavior
1. Setting the stage for communication
 - A. Introduce yourself
 - B. Greet the person
 - C. Knock on the door before entering person's room or house
 - D. Choose an appropriate place for the type of conversation
 - E. Cultivate friendly and trusting relationships
2. Verbal/oral communication
 - A. Key components
 1. voice tone and language usage
 2. content/message
3. Nonverbal communication
 - A. Body language
 1. facial expressions
 2. eye contact
 3. touching
 4. personal space
 5. distance
 - a. intimate distance
 - b. personal distance

Objectives

Content

2. Identify the methods of communication
(e.g., verbal, body language, and listening).
(continued)

- c. social
~~a. intimate~~ distance
b. personal distance
c. social distance
d. public distance

4. gestures and movements
~~75.~~ silence

3. Explain the active listening strategy for improving communication.

1. Active listening
A. Silence
B. Eye contact
C. Body language
D. Vocal expressions
E. Facial expressions
F. Focus
G. Avoid judgment
H. Reflect
I. Ask questions
J. Restate the message
K. Obtain more information
L. Clarify and summarize

4. Explain appropriate communication between health care and human service workers and consumers.

1. Communicating with consumers
A. Non-judgmental, consumer focused, respectful listening
B. Empathetic and supportive emphasis
C. No distractions
D. ~~Disrespectful~~ No disrespectful, humiliating, or aggressive behavior is not tolerated
E. Emphasis is placed on collaborative communication
F. Information is shared on a “need to know” basis

5. Explain appropriate communication between an employee and others including; staff members, supervisors, family, and friends.

1. Communicating with other staff members
A. Communicate with each other about key situations and events
B. Emphasize team responses to situations and events
C. Formally discuss policy and methods

5. Explain appropriate communication—
management or ownership—
between an employee and others
including; staff members, supervisors,
family, and friends. (continued)

- D. Discuss consumer needs and capabilities
E. Communicate mutual problems, dissatisfactions, and conflicts
F. Regular communication

G. Recognizes own responsibility for his/her own communication

- | | |
|--|---|
| <p>6. Describe strategies for communicating with people that have physical, emotional, cultural, and social impairments.</p> | <p>2. Communicating with your supervisors</p> <ul style="list-style-type: none">A. Supervisor to staff<ul style="list-style-type: none">1. direction, support, or other inputB. Staff<ul style="list-style-type: none">1. communicate regularly2. use tact, patience, and objectivity3. find solutions4. communicate clearly3. Communicating with family and friends<ul style="list-style-type: none">A. Encourage engagement<ul style="list-style-type: none">1. visitation2. other involvement <p>1. Communicating with selected consumers</p> <ul style="list-style-type: none">A. A person who is hard of hearingB. A person who is deaf<ul style="list-style-type: none">1. American sign language2. <u>American Disabilities Act (ADA)</u>C. A person who is visually impairedD. A person who experiences aphasiaE. A person with Alzheimer's or related disordersF. Non-responsive or withdrawn peopleG. A person from another country or culture <p>2. Common communication methods</p> <ul style="list-style-type: none">A. Sign languageB. Pictures or picture graphsC. Pencil and paperD. ComputersE. Magnetic letters and boards |
|--|---|

Unit V

Observation, Reporting, and Documentation

| ~~At the~~ Upon completion of this unit the student will be able to:

1. Describe the requirements concerning observation, reporting, and documentation, including the right to confidentiality.
2. Describe the difference between objective and subjective observations.
3. Relate observation skills to the collection of information about the consumer and how this relates to report writing.
4. Describe the elements of good reporting.
5. Identify situations that require an incident report to be written.
6. Explain the function of documentation and why documentation is an important and necessary part of the job.
7. Describe the characteristics of good documentation.

Unit V

Observation, Reporting, and Documentation

Objectives	Content
1. Describe the requirements concerning observation, reporting, and documentation, including the right to confidentiality.	1. Observations A. Vital signs B. Weight gain or loss C. Skin color, temperature, and moisture D. Appetite E. Kind Type or level of activities F. Complaints of pain or discomfort G. Ambulation H. Breathing I. Mood or emotional state J. Relationships with others K. Behavior L. Hearing and vision M. Self care ability N. Symptoms such as headache or swelling anywhere on the body
2. Describe the difference between objective and subjective observations.	1. Objective versus subjective observations A. Objective observation B. Subjective observation
3. Relate observation skills to the collection of information about the consumer and how this relates to report writing.	1. Reporting observations A. Complete and detailed B. Factual
4. Describe the elements of good reporting.	1. Report writing A. Complete B. Factual C. Neat and easy to read D. Appropriate grammar, spelling, and punctuation E. Appropriate use of medical terms and abbreviations

Objectives	Content
5. Identify situations that require an incident report to be written.	1. Incident reports <ul style="list-style-type: none">A. Situations that may require an incident report<ul style="list-style-type: none">1. consumer injury2. consumer to consumer altercation or fight3. visitor injuries4. missing possessions5. consumer elopement (consumer runs away)6. medication error (some facilities use special medication error forms for this purpose)7. staff to consumer altercations
6. Explain the function of documentation and why documentation is an important and necessary part of the job.	1. Documentation <ul style="list-style-type: none">A. Uses of documentationB. Key functions
7. Describe the characteristics of good documentation.	1. Documentation rules <ul style="list-style-type: none">A. TimelinessB. LegibilityC. Grammatically correctD. Appropriate spelling and punctuationE. Appropriate use of inkF. Date and time recordedG. Entries signedH. JargonAbsence of jargon and medical terminology-avoidedI. Approved abbreviationsJ. Specific, detailed statementsK. Document consumer's<ul style="list-style-type: none">1. responses2. refusal of care3. medical therapeutic services4. outside servicesL. All lines filledM. No eraserserasuresN. Document care you provide onlyO. No reference by name in a fileP. Use of quotesQ. Document late entries

Objectives	Content
7. Describe the characteristics of good —documentation (continued).	<div>2. Entries in files or charts</div> <div>A. Observed changes in a person's behavior or condition</div> <div>B. Dates and explanations of family, doctor, social worker</div> <div>C. Incidents or accidents involving a consumer</div> <div>D. Consumer involvement in social or recreational events, in or out of facility</div> <div>E. Action taken on any element of the consumer's service plan</div> <div>F. Effectiveness of, impact of, or changes in, the service plan</div> <div>G. Staff comments regarding the consumer's adjustment to his/her home environment or facility</div> <div>H. Consumer's refusal of any form of established treatment or intervention</div> <div>I. Errors in medication (if you are authorized to pass medication)</div> <div>3. Refusal of care or refusal of treatment reports</div> <div>A. What was refused and when it was refused</div> <div>B. Why it was refused</div> <div>C. Alternatives or substitute care offered</div> <div>D. Explanation of why the particular care should be permitted by the consumer</div>

Unit VI

Health, Safety, and Fire Prevention

At the Upon completion of this unit the student will be able to:

1. Describe the common causes of injury.
2. Describe the general rules of environmental safety.
3. Describe the proper techniques and equipment for lifting and moving people.
4. Explain the basic concepts of fire prevention.
5. Explain what to do in the event of a fire.
6. Describe the safety precautions necessary when oxygen is being used.
7. Identify hazardous materials and explain how to handle them appropriately.
8. Explain what to do when you encounter workplace violence.
9. ~~Explain the principles of defensive driving.~~
- ~~10.~~ Explain basic infection control procedures and the importance of proper hand washing.
- ~~11~~10. Explain the role of first responder.

Unit VI

Health, Safety, and Fire Prevention

Objectives

Content

- | | |
|--|--|
| 1. Describe the common causes of injury. | 1. Common <u>causes</u> of <u>injury</u> <ul style="list-style-type: none">A. FallsB. HypothermiaC. BurnsD. Electrocution |
| 2. Describe the general rules of environmental safety. | 1. Environmental <u>safety</u> <ul style="list-style-type: none">A. Fall <u>hazards</u><ul style="list-style-type: none">1. frayed carpet and scatter rugs2. loose tiles or lifted linoleum3. wet floors4. cluttered hallways or paths5. presence of ice or snow6. lack of appropriate footwear7. defective walkers, canes, or mobility equipment8. poor lighting9. inadequate handrails on staircases10. pets that are underfootB. Prevention of <u>hypothermia</u><ul style="list-style-type: none">1. warm clothing2. hot foods and liquids3. appropriate thermostat setting4. fuel assistance and home winterization programsC. Prevention of <u>burns</u><ul style="list-style-type: none">1. supervise <u>consumer when</u> hot liquids when provided to <u>consumer are served</u>2. <u>test water temperature when preparing bath</u>3. supervise <u>consumers</u> in baths3. check water heater thermostat levelD. Reducing risk of electrocution<ul style="list-style-type: none">1. inspect for frayed cords or damaged plugs2. do no <u>not</u> overload electrical circuits3. report unsafe items |

- | | | |
|--|---|---|
| | <hr/> | 4. use items with a “UL” tag on them |
| | <hr/> | 5. do not repair electrical equipment yourself |
| 2. Describe the general rules of environmental safety (continued). | <hr/> | 3. report unsafe items |
| | <hr/> | 4. use items with a “UL” tag on them |
| | <hr/> | 5. do not repair electrical equipment yourself |
| | | 6. turn off and unplug items that smoke |
| | | 7. unplug countertop appliances when not in use |
| 3. Describe the proper techniques and equipment for lifting and moving people. | 1. Lifting and <u>moving</u> | |
| | A. Risk factors | |
| | 1. overexerting | |
| | 2. performing multiple lifts | |
| | 3. lifting alone | |
| | 4. lifting uncooperative or confused consumers | |
| | 5. lifting consumers who cannot support their own weight | |
| | 6. lifting consumers who are heavy | |
| | 7. performing work beyond your physical capabilities | |
| | 8. moving an object or a consumer improperly | |
| | 9. moving consumers who are in confined spaces or awkward positions | |
| | 10. ineffective training of employees in body mechanics | |
| | 11. not using proper equipment | |
| | 2. Guidelines for proper lifting/moving | |
| | A. Never transfer off balance | |
| | B. Avoid heavy work with spine rotated | |
| | C. Lift heavy loads close to your body | |
| | D. Avoid vertical “dead-lifts” | |
| | E. Never risk over exertion | |
| | F. Use team lifts and mechanical devices when necessary | |
| | G. Properly place and adjust lifting equipment | |
| | H. Move consumer toward you | |
| | I. Don’t lift fallen consumers | |
| 4. Explain the basic concepts of fire prevention. | 1. Fire <u>safety</u> and <u>prevention</u> | |

A. ~~Fire Safety~~

1. ~~Agency's~~ facility's policy and procedures

1. fire evacuation plan

~~32.~~ escape routes

~~43.~~ emergency phone numbers

a. fire alarms

b. fire doors and fire escapes

c. sprinklers

~~d. fire extinguishers~~

B. Fire prevention

1. fire triangle

a. fuel

b. oxygen

c. heat source

~~—~~ C. Common fire hazards

1. newspapers and books stacked near heat source

2. paint rags

3. frayed electrical cords

4. overloaded electrical circuits

5. bare wires on lamp plugs

6. smoking in rooms where oxygen is being used

7. cigarette lighters and matches

8. stove burners

9. combustible chemicals

~~—~~ 10. consumers smoking in bed

5. Explain what to do in the event of a fire.

1. What to do if a fire occurs

A. **Remove**

B. **Activate**

C. **Contain**

D. **Extinguish**

E. Fire extinguisher use

1. fire extinguisher ratings

a. class A

b. class B

c. class C

d. multi-class ratings

F. **Pass**

1. **Pull**

2. **Aim**

3. **Squeeze**

4. **Sweep**

6. Describe the safety precautions necessary when oxygen is being used.

1. Oxygen safety

A. Oxygen delivery

1. wall outlets
2. oxygen tanks
3. oxygen concentrators
- B. Safety rules for oxygen use:
 - 1.—“no smoking” signs
 2. no smoking in the consumer’s room
 3. matches, lighters, and smoking materials removed
 4. electrical equipment monitored
 5. flammable materials removed
 6. avoid wool and synthetic fabric-
avoid

7. Identify hazardous materials and explain how to handle them appropriately.

1. Hazardous materials
 - A. Proper labeling
 - B. Material Safety Data Sheets (MSDS)
2. Using cleaning products safely
 - A. Tips for safety (the do’s)
 1. read and follow label directions
 2. store cleaning products away from food
 3. keep products in their original containers
 4. put cleaning products away immediately after use
 5. keep buckets with cleaning solutions out of the reach of consumer and pets
 6. properly close all containers
 7. ventilate areas where cleaning products are being used

7. Identify hazardous materials and explain how to handle them appropriately

- B. Tips for safety (the don’ts)
 1. mix cleaning products
 2. reuse an empty cleaning product container
 3. preventing accidental poisoning

C. Definition of poison

D. Dangerous poisons

1. medicines
2. cleaning products
3. antifreeze
4. windshield washer fluid
5. hydrocarbons
6. carbon monoxide
7. pesticides
8. wild mushrooms

E. Poison-proof home (checklist)

- ~~D~~ F. What to do if a poisoning occurs
 1. stay calm and notify your supervisor
 2. call your poison control center
 3. information provided to the poison control center
 - a. the person's condition, age, and weight
 - b. product containers and bottles
 - c. time that the poisoning occurred
 - d. your name and telephone number
 4. follow the instructions from the poison center
- 8. Explain what to do when you encounter workplace violence.
 1. Workplace violence
 - A. Employee involvement
 1. understand and comply with the workplace violence prevention program
 2. participate in procedures covering safety and security concerns
 3. report violent incidents
 4. take part in continuing education programs
 - ~~5.~~ 5. discuss concerns with your supervisor

{All requirements regarding defensive driving have been removed}

- ~~10.~~ Explain basic infection control procedures and the importance of proper hand washing.
 1. Basic infection control
 - A. Bacteria and viruses
 1. pathogens
 2. infections
 3. ~~Contagions~~ contagions
 - B. Preventive measures
 1. universal/standard precautions
 - a. engineering controls
 - b. work practice controls
 - c. personal protective equipment (PPE)
 - d. hand washing
 - C. Housekeeping
 - D. Decontamination
 1. asepsis definition

2. response to exposure
 - a. cleanse the exposed area
 - b. flush eyes, mouth, and nose when in contact with blood
 - c. tell your supervisor

10. Explain the role of first responder.

1. Basic first aid
 - A. Steps to take in every emergency
(Check Call Care)

2. Anaphylaxis
3. Asthma
4. Bleeding
5. Hemophilia
6. Bites (animal and human)
7. Rabies
8. Burns and scalds
 - A. Chemical burns
 - B. Sunburn

9. Choking

10. Explain the role of first responder
(continued).

10. Unconscious adult

11. Epilepsy
 - A. Major seizure
 - B. Minor seizure

12. Eye injuries

13. Fainting

14. Fractures

15. Frostbite

- A. Frost nip

16. Head injuries

17. Heart attack

18. Heat related conditions

19. Hypothermia

20. Poisoning

21. Recovery position

22. Shock

23. Sprains

24. Strain

25. Stroke

- A. Transient Ischemic Attack (TIA)

Unit VII

Becoming a Certified Nursing Assistant

| ~~At the~~ Upon completion of this unit the student will be able to:

1. Describe the roles of the health care team as they relate to the CNA.
2. Describe the CNA's function on the health care team.
3. Describe regulatory aspects of health care important to the CNA.
4. Discuss observation, reporting, and the patient care plan specific to the CNA role.
5. Discuss appropriate patient/CNA interaction.
6. Discuss patient safety issues specific to the CNA role.
7. Discuss human growth and development.

Unit VII

Becoming a Certified Nursing Assistant

Objectives

Content

1. Describe the roles of the health care team as they relate to the certified nursing assistant.

1. Nursing care team
 - A. Administration
 - B. Licensed nursing staff
 1. RN
 2. LPN
 - C. Unlicensed staff
 1. CNA
 2. Home Health Aide (HHA)
 3. Certified Nursing Assistant-Medications (CNA-M)
 4. Certified Residential Medication Assistant (CRMA)
 5. PSS
 6. homemaker
 7. all others

2. Describe the CNA's function on the health care team.

1. CNA's function within the team
2. Lines of authority
3. CNA rights and responsibilities
 - A. Reporting general concerns
 - B. Discipline
 - C. Delegation issues
 1. appropriate
 2. inappropriate
4. Substance abuse
5. Diversion of supplies, equipment, and drugs
6. Confidentiality
7. Definition of inappropriate conduct

3. Describe regulatory aspects of health care

1. ~~Chapter 5: Regulations Relating to~~ M.R.S.A. Title 32, Chapter 31,
The
Training Programs and Delegation by
Registered Professional Nurses of
Selected Nursing Tasks to Certified
Nursing Assistants
2. Law Regulating the Practice of Nursing
—2. Maine State Board of
Nursing
Chapter 5: Regulations Relating to
Training Programs and Delegation

____ care important to the CNA. _____

By Registered Professional Nurses of Selected Nursing Tasks to Certified Nursing Assistants	
Objectives	Content
3. Describe regulatory aspects of health care important to the CNA. (continued)	<p>3. Public Law 195: An Act to Provide Qualified Nursing Assistant Services</p> <p>4. Federal Register 42 CFR parts 431, 433 important to the CNA and 483 Medicare and Medicaid- Programs: Nurse Aide Training and Competency Evaluation Programs.</p> <p>4. Title 22, Chapter 405, Section 1812-6, Maine Registry of Certified Nursing Assistants</p> <p>5. Chapter 42 State CNA Law</p> <p>6. CNA testing process (Federal OBRA Law)</p> <p>7. Chapter 245 Maine Department of Education Rules Relating to Education Programs</p> <p>8. 6. Chapter 245 Programming for Certified Nursing Assistants (Department of Education).</p> <p>7. Incident reporting A. Types (patient/visitors/employee) B. Reporting procedures</p>
4. Discuss observation, reporting, and the patient care plan specific to the CNA role.	<p>1. Describe types of reporting A. Objective signs B. Subjective symptoms</p> <p>2. Examples of general patient observations (see appendix A)</p> <p>3. Describe the CNA's responsibility in observing and reporting changes in the patient's condition A. Formal input (participating in patient care conferences) B. Informal input (communicating on a daily basis with staff members/shift report)</p> <p>4. Describe the components of the patient care plan</p> <p>5. Identify the individuals who develop the patient care plan and their-</p>

	responsibilities
	6. Implement delegated tasks of the patient care plan as defined by each individual facility and within the guidelines of the Maine State Board of Nursing
5. Discuss appropriate patient/CNA interaction.	1. Patient populations and special communication needs (physical and-emotional) <u>A.</u> Pediatric B. Geriatric C. Psychiatric D. Obstetrical E. Medical F. Surgical
5. Discuss appropriate patient/CAN interaction. (continued)	2. Explain procedures to be performed. 3. Refer questions to appropriate health care team members 4. Display courtesy to patients and visitors 5. Display emotional control 6. Exhibit sympathy/empathy/tact 7. Exhibit sensitivity 8. Explain procedure for answering the patient call bell
6. Discuss patient safety issues specific to the CNA role.	1. Age related safety issues 2. Fall prevention (intrinsic vs. extrinsic factors) 3. Discuss the use of oxygen equipment A. Central oxygen B. Concentrator C. Oxygen tank D. Cannula E. Mask F. Tent G. Tubing/checking for kinks 4. Examples and care of hazardous chemicals A. Hazardous Communication Program B. Care of patients with radium implants C. Care of patient receiving chemotherapy treatments 1. <u>1.</u> discarding excretion
	5. Protective Devices A. Regulations: OBRA mandated restraint free environment in <u>long term care facilities</u>

B. Complications of restraint use

<u>Objectives</u>	<u>Content</u>
<u>6. Discuss patient safety issues specific to the CNA role (continued).</u>	<p>C. Indications for use of restraints in certain medically indicated situations</p> <ol style="list-style-type: none"> MD order consultation with family <p>D. Demonstrate proper use of <u>the</u> various protective devices (restraints)——</p> <ol style="list-style-type: none"> <u>, including</u> proper fit <u>and</u> <u>the C N A's role in the patient's care</u> <ol style="list-style-type: none"> use of manufacturer instructions <u>for application</u> documentation 4.3. guidelines for release <p>E. Alternative safety methods</p> <ol style="list-style-type: none"> resident specific care plan development “enablers” electronic alarm system
<u>7. Discuss human growth and development.</u>	<ol style="list-style-type: none"> <u>Describe Maslow's hierarchy of needs</u> <ol style="list-style-type: none"> <u>Physical</u> <u>Security</u> <u>Social</u> <u>Esteem</u> <u>Self actualization</u> <u>Explain ways to meet the patient's needs</u> <u>Recognize psychological reactions to illness</u> <u>Discuss the importance of cultural diversity among all people</u> <u>Explain how to respond appropriately to visitors</u> <u>Define the life stages, including prenatal through geriatrics</u> <u>Discuss the stages of dying and death</u>

Unit VIII

Infection Control

~~By the~~
Upon completion of this unit the student will be able to:

1. Describe the difference between pathogens and non pathogens.
2. Identify six conditions needed by microorganisms to live and grow.
3. Identify the signs and symptoms of an infection.
4. Define asepsis, disinfection, and sterilization.
5. List the conditions necessary for a pathogenic microorganism to become a disease.
6. Explain how microorganisms are transmitted.
7. Discuss the importance of proper hand washing.
8. Identify and describe the different types of isolation techniques (carry out instructions according to Center for Disease Control (CDC) guidelines).
9. Demonstrate infection control procedures.
10. Discuss the psychosocial effect of isolation on the patient.
11. Discuss how policies and procedures for infection control differ in various settings.

Unit VIII

Infection Control

Objectives	Content
1. Describe the difference between pathogens and non pathogens.	1. Define A. Pathogens B. Non pathogens 2. Discuss normal flora
2. Identify six conditions needed by microorganisms to live and grow.	1. Reservoir 2. Moisture 3. Nourishment 4. Oxygen/lack of oxygen 5. Warm environment 6. Dark environment
3. Identify the signs and symptoms of an infection.	1. Redness 2. Swelling 3. Heat 4. Loss of function 5. Pain
4. Define asepsis, disinfection, and sterilization.	1. Explain the principles of: A. Asepsis B. Disinfection C. Sterilization 2. Define contamination 3. Discuss clean versus dirty work areas
5. List the conditions necessary for a pathogenic microorganism to become a disease- <u>and how the body's defenses are used to fight infection.</u>	1. Source <u>Infectious agent</u> 2. Reservoir/ <u>host</u> 3. — <u>Portal of exit</u> 4. Method of transmission 5. Portal of entry <u>into the susceptible host</u> 6. Susceptibility of host
6. Explain how microorganisms are transmitted.	1. Describe the following methods of spreading disease A. Contact (direct vs. indirect) B. Droplet C. Airborne D. Vector E. Common vehicle

Objectives	Content
7. Discuss the importance of proper <u>healthcare</u> hand washing.	<ol style="list-style-type: none"> 1. Discuss the impact of nosocomial <u>acquired (nosocomial)</u> infections 2. Demonstrate hand washing 3. <u>Use of alcohol based sanitizers</u>
8. Identify and describe the different types <u>of isolation techniques</u> (carry out instructions according to the <u>CDC guidelines</u> according to CDC guidelines). <u>with</u>	<ol style="list-style-type: none"> 1. Standard precautions 2. Special considerations given to patients in unique settings, and <u>immunocompromised patients. Patients</u> <ol style="list-style-type: none"> A. Burns B. Transplants C. Patients receiving chemotherapy D. <u>Blood borne pathogens- Occupational Safety and Health Administration Standard (OSHA)</u> <ol style="list-style-type: none"> 1. Human Immunodeficiency Virus (HIV) positive patients 2. <u>Hepatitis types</u> 3. <u>Other blood borne pathogens</u> E. Tuberculosis (TB) patients F. Methicillin-Resistant Aureus (MRSA) G. Scabies H. Clostridium Difficile (C Diff) I. <u>Vancomycin Resistant Enterococcus (VRE)</u> J. <u>Influenza A/RSV</u> K. <u>Pandemic flu</u>
9. Demonstrate infection control procedures.	<ol style="list-style-type: none"> 1. <u>Demonstrate proper technique for utilizing personal protective equipment (PPE) using (CDC) and OSHA</u> 2. <u>Demonstrate double bagging technique guidelines</u>

10. Discuss the psycho social effects of isolation on the patient.

1. Effect of seclusion
2. Biases
3. Effects on families and visitors
4. Time management
5. Limitations of isolation

Objectives

Content.

11. Discuss how policies and procedures for infection control differ in various settings.

1. Acute care
2. Long term care
3. Home care
4. Residential care (Assisted Living)

Unit IX

Patient Environment

| ~~By the~~Upon completion of this unit the student will be able to:

1. Describe the patient unit in various settings.
2. Describe the purpose of proper bed making for patient comfort.
3. Describe the admission procedure.
4. Describe the transfer procedure.
5. Describe the discharge procedure.
6. Describe the CNA's role in the postmortem procedure.
7. Identify the OBRA regulations related to the long term care environment

Unit IX

Patient Environment

Objectives	Content
1. Describe the patient unit in various settings.	1. Types of beds 2. Transfer equipment 3. Bedside equipment 4. Types of patient call systems 5. Disposable equipment 6. Specialized equipment 7. <u>Standard equipment and supplies in patient rooms</u>
2. Describe the purpose of proper bed making for patient comfort.	1. Patient comfort A. Cleanliness B. Wrinkle-free C. Patient well-being D. <u>Handling of linens-infection control measures</u> 2. Types of bed making A. Open B. Closed C. Occupied D. <u>Surgical</u> 3. Demonstrate bed making procedures 4. <u>Identify the OBRA regulations related to siderails/mattresses, room temperature</u>
3. Describe the admission procedure.	1. Admission check list 2. Collection of appropriate specimens 3. Clothing list 4. Valuables list 5. Admission kit 6. Orientation to the unit 7. Observation/reporting/documentation 8. Patient comfort 9. Demonstrate scales and procedures for obtaining weight and height measurements 10. <u>Describe psychosocial issues of newly admitted patients</u>
<u>Objectives</u>	<u>Content</u>

4. Describe the transfer procedure.

1. Procedure for handling belongings of the patient
2. Safety in transporting
 - A. Equipment issues
 - B. CNA role in complex transfer
3. Emotional support
4. Discuss reasons for transfers

5. Describe the discharge procedure.

1. Explain the discharge process to the patient
2. Check the patient's belongings and valuables
3. Discuss safety factors
4. Demonstrate care of the unit after discharge
5. Discuss the tasks of the CNA in the discharge procedure-facility specific

~~5. Describe the discharge procedure.~~
(continued)

6. Describe the CNA's role in the postmortem procedure.

1. Discuss religious customs
2. Demonstrate postmortem care-facility specific
3. Discuss care of the patient's belongings and valuables
4. Discuss type of equipment needed

Unit X

Caring for the Patient (Sections A-~~J~~M)

~~At the~~Upon completion of this unit the student will be able to:

1. Name and locate, on diagram, the structures of each system.
2. Define the common medical terms related to each system.
3. Describe the normal functions of each system.
4. Describe the common diseases/disorders of each system.
5. List observations to be reported by the CNA to the nurse.
- 6.— Discuss wellness and prevention of disease in all people across the lifespan.
7. Demonstrate procedures related to the care of patients with ~~abnormalities of common~~ diseases ~~of each system~~ and disorders that affect the major organs as well as health maintenance practices.

A. Introduction to Anatomy and Physiology

Objectives	Content
1. Define anatomy and physiology.	1. Discuss the terms anatomy/physiology
2. <u>Define appropriate medical terminology.</u>	1. <u>Roots, suffixes and prefixes</u>
3. <u>Define anatomical positioning.</u>	1. <u>Planes, body cavities and body organization</u>
4. List the main parts of the cell and their function.	1. Cell membrane 2. Cytoplasm 3. Nucleus
5. Identify the different types of tissue and their function.	1. Epithelial 2. Connective 3. Muscle 4. Cardiac 5. Nervous 6. Blood/lymph
6. Define Identify organs.	1. List organs and give their function
7. Define Identify systems.	1. List systems and give their function
8. <u>Identify wellness and prevention strategies for each system.</u>	1. <u>Homeostasis</u> 2. <u>Preventive measures for maintaining each system</u>
9. <u>Identify common categories of disease.</u>	1. <u>Risks for diseases and disorders such as diabetes, heart disease, obesity, sexually transmitted diseases (STDs) and ways to prevent the diseases</u>

B. Care of the ~~Patient with~~Patient's Skin-Disorders

Objectives

Content

- | | |
|---|---|
| 1. Name and locate, on a diagram, the structures of the integumentary system. | 1. Layers
A. Epidermis
B. Dermis
C. Subcutaneous |
| <u>1. Name and locate, on a diagram, the structures</u> | 2. Appendages
A. Hair
B. Nails
3. Glands
A. Sudiferous
B. Sebaceous |
| 2. Describe the functions of the integumentary system. | 1. Coverage and protection
2. Regulation of body temperature
3. Storage
4. Elimination
5. Sensory perception |
| 3. Define common medical terms related to skin disorders. | 1. Cyanosis
2. Jaundice
3. Erythema
4. Eschar
5. Mottling
6. Petechia
7. Hypopigmentation
8. Ecchymosis
9. Hematomas
10. _Radiation marks
11. _Burns (degrees)
<u>12. Effects of aging</u> |
| 4. Describe common diseases/disorders of the integumentary system. | 1. Acne
2. Herpes Zoster/Simplex
3. Impetigo
4. Hives
5. Ulcers_
<u>A. Decubitus</u>
<u>B-a). Arterial</u>
<u>Cb). Venous</u>
<u>c). Diabetic</u>
<u>d). Terminal ulcer</u>
<u>e). Pressure sores</u>
6. Pediculosis |

	7. Scabies
	8. Cellulitis
	9. Lymphedema
	10. <u>Dermatitis</u>
	11. <u>Skin lesion</u>
	12. <u>Excoriation</u>
4. Describe common diseases/disorders of the integumentary system(continued).	13. <u>Skin tears</u>
	14. <u>Shearing</u>
5. List the observations to be reported by the CNA to the nurse.	1. Color of skin, lips, nail beds, and sclera
	2. Texture-rough, smooth, scaly, flaky, dry, —moist, diaphoretic
	3. Location and description of rashes
	4. Abrasions, punctures, lacerations, ecchymosis, and hematomas
	5. Pale, ashen-gray, jaundice, cyanotic, and reddened areas
	6. Drainage or bleeding from wounds or body orifices
	7. Skin temperature (warm, hot, cool, cold)
	8. <u>Complaints of Patient reported</u> pain or discomfort
6. Demonstrate procedures related to the integumentary system.	-1. Bathe a patient
	A. Bed bath
	B. Shower
	C. Tub bath- or / whirlpool
	D. Remove facial hair
	- <u>1. safety razor/electric razor</u>
	E. <u>Bathe an infant/child</u>
	F. <u>Discuss the care of the umbilical cord</u>
	2. <u>Administer/Perform</u> back care
	-3. Provide personal grooming
	A. Hair (<u>comb</u> , shampoo and trim)
	B. <u>Nail care (cut toe and finger nails)</u>
	C. Foot care
	- <u>1. soaks</u>
	<u>2. lotions</u>
	4. <u>Nail care</u>
	<u>1. clip toenails and finger nails</u>
	<u>2. clean</u>
	5. Provide special skin care (according to — <u>facility/organizational policy</u>) <u>topical</u> — <u>creams, ointments, and lotions</u> —
	A. <u>facility/organizational policy</u>) <u>topical creams, ointments, and lotions to intact skin</u>
	A. Over-the-counter <u>non prescription</u>

6. Demonstrate procedures related to the
integumentary system (continued).

B. Prescription

6. Provide preventive skin care

A. Reposition the patient

B. Apply lotion to dry areas

C. Give back and pressure point
massages

D. Make wrinkle free bed

6. Obtain body temperature

A. Oral

B. Rectal

C. Axillary

D. Tympanic

E. Other

7. Apply bed cradle

8. Apply heel and elbow protectors

9. Use special mattress/cushion egg crate,
alternating pressure, other

10. Use positioning devices

A. Handrails

B. Trochanter rolls

C. Sandbags and airbags

D. Gel-foam pads

11. Apply simple ~~non-sterile~~ dressings
(according to facility/organizational
policy)

12. Apply simple ~~sterile~~ dressings
(according to facility/organizational
policy)
facility/organizational policy)

A. Non sterile

B. Sterile

C. Care of the ~~Patient with Musculoskeletal System Disorders~~ Patient's
Skeletal System

Objectives

Content

- | | |
|---|---|
| 1. Name and locate, on a diagram, examples of the major bones. | 1. Skull bones
2. <u>Humerus</u>
3. Radius
4. Ulna
5. Pelvis
6. Tibia
7. Fibula
8. Vertebra |
| 2. List types and give examples of each type of bone. | 1. Long-femur
2. Short-metatarsals
3. Irregular-vertebra
4. Flat-scapula |
| 3. Define the functions of the skeletal system. | 1. Supports and gives shape to the body
2. Protects internal organs
3. Permits movement
4. Stores calcium and phosphorous
5. Produces blood cells |
| 4. Define the different types of joints. | 1. Ball-and-socket
2. Hinge
3. Pivot
4. Immoveable |
| 5. Describe the functions of joints. | 1. Connects muscle to bone (tendons)
2. Connects bone to bone (ligaments) |
| 6. Describe common medical elements/terms related to the skeletal system. | 1. Cerv-cervical
2. Cost-epicostal
3. Crani-craniotomy
4. Ili-ilium
5. Stern(o)-sternum
6. Peri-periosteum
7. Arth-Arthrectomy
8. Osteo-osteoarthritis
9. Itis-arthritis
10. Osis-kypnosis <u>Arthroplasty</u>
11. Oma-osteoma <u>Continuous Passive Motion Machine (CPM)</u> |

7. Describe common diseases/disorders of
the skeletal system.

1. Arthritis
2. Rheumatoid arthritis
3. Fractures (examples)
 - A. Pathological
 - B. Compound
 - C. Green stick
 - D. Impacted
4. Osteoporosis
5. Amputation of a limb
6. Osteoarthritis/Degenerative Joint Disease (DJD)
7. Bone tumors
8. Scoliosis
9. Osteomyelitis
10. Bursitis
11. Fractured hip
 - A. Total hip/knee replacement
12. Ruptured disc

D. Care of the Patient's Muscular System

Objectives	Content
1. Name and locate, on a diagram, examples of the major muscles.	1. Deltoid 2. Abdominal
2. List types and give examples of each type of muscle tissue.	1. Striated-skeletal-voluntary 2. Smooth-visceral-involuntary 3. Cardiac
3. Describe the functions of the muscular system.	1. Movement 2. Posture or muscle tone 3. Heat production
4. Explain how groups of muscles work together to form body motion.	1. Demonstrate movable joints
5. Identify the types of motion provided by muscles.	1. Flexion/ <u>extension</u> 2. Extension 3. Abduction 4. Adduction 5. 3. Rotation/internal/external 4. Pronation/supination
6. Define common medical terms/elements related to the muscular system.	1. My (o)- myoneural <u>muscle</u> 2. Rect (o)-rectus 3. Sphincter (o)-sphincter 4. Duct (o)-abductor 5. Flex (o)-flexor
7. Describe common diseases/disorders of the muscular system.	1. Muscular dystrophy 2. Muscle atrophy 3. Myasthenia gravis 4. Hernia 5. Contractures 6. Sprains and strains 7. Spasms

Objectives	Content
8. List observations to be reported by the CNA to the nurse. extremities	1. Decreased mobility of range of motion 2. Angulation <u>Abnormal alignment</u> of 3. Complaints of pain on movement 4. Swollen joints 5. Complaints by patient of painful joints 6. Reddened area over joint 7. Weakness
9. Demonstrate procedures related to the musculoskeletal system.	-1. Lift, hold, or move object using proper body mechanics 2. Assist the patient to a sitting position -3. Move a helpless patient up in the bed -4. Move a patient to the head of the bed with the patient's help -5. Roll patient like a log -6. Move a helpless patient to one side of the bed with him/her on his/her back -7. Turn patient on either side -8. Transport patient by wheelchair/stretcher/geri-chair -9. Patient from bed to wheelchair/stretcher/geri-chair and back to bed -10. Move a patient by use of a mechanical lift -11. Move a patient from bed to stretcher and back to bed 12. Use, or assist in use of, common orthopedic equipment 13. Perform complete or partial range of musculoskeletal system <u>motion</u> 14. Apply warm and cold packs 15. Apply moist and dry packs 16. Ambulate patient with one assist 17. Turn the patient with a turning sheet 18. Assist with gait training 19. Assist patient with a walker/cane 20. Use transfer board 21. Use gait belt 22. Provide care of patient with casts 23. Splint an extremity

Objectives	Content
9. Demonstrate procedures related to the musculoskeletal system(continued)	24. Ease the patient to the floor in case of falls or as part of evacuation plan
	25. Apply foot board
	26. Apply prosthesis
	27. Transfer onto and off the commode/toilet
	28. Transfer patient into and out of the bathtub/shower
	29. Transfer patient into and out of a motor vehicle
	30. Assist with Continuous Passive Motion (CPM) machine per facility
D. policy	

E. Care of the ~~Patient with~~ Patient's Gastrointestinal System Disorders

Objectives

Content

1. Name and locate, on a diagram, the structures of the gastrointestinal system.

1. Mouth
2. Teeth
3. Tongue
4. Salivary glands
5. Pharynx
6. Esophagus
7. Stomach
8. Small intestine
9. Large intestine
- 10.- Anus
11. Gall bladder
12. Liver
13. Pancreas

2. Describe the function of the gastrointestinal system.

1. Discuss how food is changed into a form that can be used by the body

3. Define common medical terms/elements related to the gastrointestinal system.

- 1. Gastro-stomach
- 2. Chole-bile
- 3. Procto-proctology
- 4. Dyspepsia
- 5. Melena
- 6. Hyperacidity
- 7. Anorexia
8. Flatus
9. Occult
10. Enteritis
11. Phagia-dysphagia
12. Peristalsis
13. Reflux

3. Define common medical terms/elements related to the gastrointestinal system (continued)

4. Describe the common diseases/disorders of the gastrointestinal system.

1. Malignancies
2. Ulcers
3. Hernias
4. Gall bladder disorder
5. Appendicitis
6. Diverticulitis
7. Colitis
8. Anal fissure
9. Pancreatitis
10. Cirrhosis
- 11.- Stomatitis
12. Hemorrhoids

- | | |
|---|---|
| 5. List observations to be reported by the CNA to the nurse. | <ol style="list-style-type: none">1. Complaints of nausea2. Vomiting (amount, color, and consistency)3. Complaints of constipation4. Abdominal pain5. Change in eating habits6. Refusal of food or fluid7. Stools, (amount, consistency, and frequency of occurrence) |
| 6. Describe care of the incontinent patient. | <ol style="list-style-type: none">1. Importance of hygiene2. Skin care3. Use of incontinent supplies4. Bowel retraining |
| 7. Demonstrate procedures related to the gastrointestinal system. | <ol style="list-style-type: none">1. Provide oral hygiene2. Prepare patient for a meal3. Serve food and remove tray4. Feed patient5. Provide personal care after meals6. <u>Calculate percentage of food consumed</u> |
| <u>7. Demonstrate procedures related to the</u> | <u>7. Provide personal care to a patient with —</u> |
| | <u>— tubes connected to gravity or suction</u> |
| | <u>— drainage</u> |
| | <u>7. <u>gastrointestinal system (continued).</u></u> |
| | <u>gastrostomy tube</u> |
| | <u>A. Care of external tubes and tubing</u> |
| | <u>B. Care for the area around an</u> |
| | <u>established stoma</u> |
| | <u>8. Provide personal care to a patient with a</u> |
| | <u>nasogastric tube</u> |
| | <u>A. Care of tubes/tubing</u> |
| | <u>B. Provide care around the nares</u> |
| | <u>9. Provide personal care to a patient with</u> |
| | <u>intravenous therapy (IV)</u> |
| | <u>A. Care of external tubing</u> |
| | <u>B. Observation of the IV insertion site</u> |
| | <u>C. Care of area around insertion site</u> |
| | <u>10. Administer a cleansing enema and</u> |
| | <u>commercially prepared enema</u> |
| | 8. Insert a rectal tube and flatus bag |
| | 9. 11. Insert a non medicated suppository |
| | 10. 12. Insert a laxative suppository in a |
| | patient with a long standing bowel program |
| | 11. 13. Administer colostomy/ileostomy |
| | care on a well-established |
| | <u>colostomy/ileostomy</u> |

	14. Assist patient with the bedpan
	13. 15. Offer a portable bedside commode
	14. 16. Collect stool specimen
	15. 17. Record stool output
	16. 18. Test stools for guaiac <u>hemocult</u>
	17. 19. <u>Test for gastrocult</u>
	20. Provide care for the patient who is
	—vomiting
	18. <u>A. Positioning</u>
	<u>B. Mouth care</u>
	21. Measure intake and output
	19. Calculate percentage of food consumed
	20. 22. Apply disposable undergarments

E.F. Nutritional Needs of Patients

Objectives	Content
1. Define the different kinds of nutrients.	<ol style="list-style-type: none"> 1. Carbohydrates 2. Fats 3. Proteins 4. Water 5. Minerals 6. Vitamins
1. Define the different kinds of nutrients _____ (continued).	
2. List the components of the food pyramid. List the 6 <u>food</u> groups and give examples of _____ each group	<ol style="list-style-type: none"> 1. <u>Food Pyramid</u> 2. <u>A.</u> Discuss the shape of the pyramid in _____ relationship to servings 3. <u>B.</u> Discuss <u>a well-balanced diet.</u> _____ Diets <u>the diets</u> containing a variety _____ of foods from the food <u>pyramid</u> <u>groups</u>
4. Define a therapeutic diet.	1. Diet adapted to meet a patient's special nutritional needs
5. List various types of therapeutic diets.	<ol style="list-style-type: none"> 1. Clear liquid 2. Full liquid 3. Low calorie 4. Bland 5. Low cholesterol 6. Low salt 7. Diabetic 8. High calorie, high protein 9. <u>Liberalized geriatric diet</u>
6. Describe mechanical <u>adaptation of a</u> <u>altered</u> diet.	<ol style="list-style-type: none"> 1. Pureed 2. Chopped 3. Ground 4. Soft 5. <u>Thickened liquids</u>
7. Discuss common eating disorders.	<ol style="list-style-type: none"> 1. Bulimia 2. Anorexia 3. Compulsive eating disorder
8. Discuss supplements.	1. Choices for nourishment

9. Demonstrate intake/output recording.

1. Calculations
2. Indications
3. Encouraging/restricting fluids
4. Documentation
5. Household conversions

10. Describe patient feeding techniques.

1. Independent patient
2. Dependent patient
3. Stroke patient
4. Visually impaired patient
5. Use of thickeners to support swallowing
6. Aspiration

| 10. Describe patient feeding techniques
| ———(continued).

12. Discuss alternate feeding methods.

1. Enteral/parenteral
2. Gastrostomy tubes
3. Nasogastric tubes

F.G. Care of the ~~Patient with~~ Patient's Respiratory System Disorders

Objectives

Content

1. Name and locate, on a diagram, the structures of the respiratory system.

1. Nose/mouth
2. Pharynx
3. Glottis/epiglottis
4. Larynx
5. Trachea
6. Bronchi
7. Bronchioles
8. Alveoli
9. Lungs
10. Diaphragm

2. Describe the functions of the respiratory System.

1. Inhalation of oxygen into the lungs system.
2. Exhalation of carbon dioxide from the lungs

3. Define common medical terms/elements related to the respiratory system.

1. Anoxia
2. Pnea-apnea
3. Brady-bradypnea
4. Tachy-tachypnea
5. Dyspnea
6. Lob-lobectomy
7. Orthopnea
8. Cyan-cyanosis

4. Describe the common diseases/disorders of the respiratory system.

1. Upper Respiratory Infections
 - A.—Common cold
 - B.—Sinusitis
2. Pneumonia
3. Atelectasis
4. Cancer
5. Tuberculosis

4. Describe the common diseases/disorders

6. Chronic Obstructive Pulmonary Disease (COPD)
 - A.— of the respiratory system
 - A. Emphysema
 - B.—Asthma

5. List observations to be reported by the CNA to the nurse.

1. Difficult breathing
2. Bluish-gray skin color
3. Respiratory rate ~~increases/decreases~~ changes
4. Changes in rhythm of respirations
5. ~~Respirations becoming shallow or noisy~~ Respiration changes such as shallow or noisy
6. Periods of not breathing
7. Confusion
8. Restlessness
9. Complaints of chest pain
10. Coughing up blood
11. Breathing with “pursed” lips/nasal flaring
12. Use of accessory muscles
13. ~~Changes in pulse oximetry~~ Oximeter reading

6. Describe examples of special considerations given to patients with respiratory impairments.

1. Elevate head of bed semi/fowler’s
2. Feed slowly
3. Limit activity
4. Consider environmental factors
 - A. Powder
 - B. Flowers
 - C. Body scents
 - D. Sprays
 - E. Smoke
 - F. Climate
 - G. Animals

7. Describe the role of the CNA in assisting the RN with care of the respiratory patient who requires special equipment.

1. General safety considerations
 - A. Chest tubes
 - B. Oxygen therapy

8. Demonstrate procedures related to the respiratory system.

1. ~~Pulse oximetry~~ Use pulse oximeter and report to nurse
2. Plug and unplug oxygen for transport
3. Convert to and from portable oxygen tank
4. Convert to and from back-up oxygen tank
5. ~~Adjust O2 flow concentration from the established oxygen therapy plan supervised by the RN~~

H. Care of the Patient's Cardiovascular System

Objectives

Content

- | | |
|--|--|
| 1. Name and locate, on a diagram, the structures of the cardiovascular system. | <ol style="list-style-type: none"> 1. Heart 2. Blood 3. Blood vessels |
| -2. Describe the structures of the heart. | <ol style="list-style-type: none"> 1. Auricles/Atria 2. Ventricles 3. Valves 4. Layers <ol style="list-style-type: none"> A. Epicardium B. Myocardium C. Endocardium 5. Pericardium 6. Vessels <ol style="list-style-type: none"> A. Aorta B. Vena cava C. Pulmonary artery D. Pulmonary vein |
| 3. Describe the function of the heart. | <ol style="list-style-type: none"> 1. The heart receives blood through the veins and pumps it through the arteries to all cells of the body |
| 4. Define the common medical terms/elements related to the cardiovascular system. | <ol style="list-style-type: none"> 1. Dyscrasis <u>Anemia</u> 2. Hema-hematocrit 3. Hemoptysis 4. Occlusion 5. Cardi-Cardiologist 6. Defibrillator |
| <u>4. Define the common medical terms/elements related to the cardiovascular system (continued).</u> | <ol style="list-style-type: none"> 7. Pulm-pulmonary 8. Resuscitation 9. Vas-vascular 10. <u>Defibrillators-implanted</u> |
| 5. <u>Describe common diseases/disorders of the cardiovascular system.</u> | <ol style="list-style-type: none"> 1. Myocardial Infarction <u>(MI)</u> 2. Endocarditis 3. Congestive Heart Failure <u>(CHF)</u> 4. Rheumatic Heart Disease 5. Angina Pectoris 6. Heart murmur 7. Conduction defects requiring a pacemaker <ol style="list-style-type: none"> A. <u>Defibrillator-implanted</u> 8. <u>Atrial fibrillation</u> |

6. List the components of blood.

1. Plasma
2. Formed elements
 - A. Erythrocytes
 - B. Leukocytes
 - C. Thrombocytes

7. List the functions of blood.

1. Nutrition
2. Respiration
3. Excretion
4. Protection
5. Temperature regulation
6. Distribution of hormones
7. Fluid balance

8. Describe common diseases/disorders blood.

1. Hemophilia
2. Leukemia
3. Anemia
4. Sickle cell anemia
5. Polycythemia

9. Name and locate, on a diagram, the different types of blood vessels.

1. Arteries
2. Veins
3. Capillaries

10. Describe the functions of blood vessels.

1. Arteries-carry blood away from the heart
2. Veins-carry blood to the heart
3. Capillaries-connect arteries and veins; allow exchange of oxygen and carbon dioxide

11. - Describe common diseases/disorders of the blood vessels.

1. Aneurysm
2. Varicose veins
3. Transient Ischemic Attack (TIA)
4. Arteriosclerosis
5. Artherosclerosis
6. Thrombosis
7. Embolism
8. Phlebitis

12. List the organs of the lymphatic system.

1. Lymph
2. Lymphatic vessels
3. Lymphatic tissue
 - A. Spleen
 - B. Tonsils
 - C. Nodes

13. Describe the functions of the lymphatic system.

1. Filters and destroys invading bacteria
2. Produces lymphocytes and antibodies to protect the body
3. Relationship to the circulatory system
 - A. Returns protein and water to the blood
 - B. Filters lymph before returning to the veins

14. Describe common diseases/disorders of the lymphatic system.

1. Hodgkin's Disease
2. Adenitis
3. Tonsillitis
4. Infectious Mononucleosis
5. Splenomegaly

15. List observations to be reported by the CNA to the nurse.

1. Complaint of chest pain
2. Complaint of pain in left arm and neck
3. Irregular, weak, or thready pulse
4. Faintness, dizziness
5. Shortness of breath (SOB)
6. Pale, cold, clammy skin
7. Headache
8. Flushed, red face
9. Sudden change in behavior
10. Edema in legs, feet, face
11. Shiny, dry, flaky skin
12. No pulse felt in wrist or feet
13. Observation of patient with a

15. List observations to be reported by the
CNA to the nurse (continued).

pacemaker

- A. Dizziness
- B. Shortness of breath
- C. Irregular pulse
- D. Pulse below pacemaker preset rate
- E. Hiccups

14. Complaint of indigestion

15. Changes in vital signs

- A. Rate
- B. Rhythm
- C. Volume

16. Demonstrate procedures related to the
cardiovascular and respiratory system.

1. Measure pulse (manually and with
- Assist patient with deep breathing
doppler)
- A. Radial
- B. Brachial
- C. Apical

- ~~_____~~ D. Pedal
- ~~_____~~ E. Carotid
- ~~_____~~ F. Femoral
- ~~_____~~ 2. Measure respirations
- ~~_____~~ 3. Measure blood pressure (manually and electronically)
- ~~_____~~ 4. Assist patient with deep breathing
- ~~_____~~ 5. Collect sputum specimen
- ~~_____~~ 6. 3. Apply anti embolism stockings
- ~~_____~~ 7. Assist with automatic antithrombolytic
- ~~_____~~ 4. Apply sequential compression stockings
- ~~_____~~ 8. 5. Apply ace bandages
- ~~_____~~ 9. 6. Assist the nurse with the application of oxygen (see section F-8, 2-5) mask or cannula
- ~~_____~~ 10. Pulse oximetry (see section F-7. Use pulse oximeter
- ~~_____~~ 8. Demonstrate obstructed airway techniques according to current guidelines

<u>I. Vital signs</u>	
<u>Objectives</u>	<u>Content</u>
1). Discuss the importance of measuring	1. Vital signs provide information about
17. Obtain training in cardiopulmonary resuscitation.	1. Provide cardiopulmonary resuscitation (CPR) training
_____ vital signs (v/s).	the essential body processes
_____	2. List three factors that affect vital signs
_____	3. List the normal range for vital signs
_____	A. Adult
_____	B. Pediatric
_____	C. Infant
_____	D. Geriatric
_____	4. Identify measures to prevent the spread of infection when taking vital signs
_____	5. Explain the reporting and recording procedures
2. Identify the five vital signs.	1. Temperature, pulse, respiration, blood pressure and pain
3. Measure body temperature.	1. Define body temperature
_____	2. Location of areas to measure temp
_____	A. Oral
_____	B. Rectal
_____	C. Axillary
_____	D. Tympanic
_____	E. Other
_____	3. Types of thermometers
4. Measure pulse.	1. Define pulse and factors affecting pulse
_____	2. Locations of areas to measure pulse
_____	A. Radial
_____	B. Brachial
_____	C. Apical
_____	D. Pedal
_____	E. Carotid
_____	F. Femoral
_____	1. determine rate
_____	2. determine rhythm
5. Measure respirations.	1. Define respirations
_____	2. Determine depth, rate, pattern and effort

6. Measure blood pressure (manually and electronically).	1. Define blood pressure
	2. Determine correct equipment
	3. Determine correct cuff size
	4. Use one step method
	5. Use two step method-palpate radial pulse
	6. Document and report results to nurse
7. Demonstrate use of oximeter.	1. Apply to correct location
	2. Measure pulse and oxygen level
	3. Report findings to nurse
8. Obtain data on patient's pain.	1. Collect data on pain using facility approved pain scale
9. Report and document vital signs	1. Report vital signs to nurse and document according to facility policy

J. Care of the Patient's Endocrine System

<u>Objectives</u>	<u>Content</u>
1. Name and locate, on a diagram, the structures of the endocrine system.	___ 1. ___ Adrenals ___ 2. ___ Testes ___ 3. ___ Thyroid-Parathyroid ___ 4. ___ Ovaries ___ 5. ___ Pancreas ___ 6. ___ Pituitary ___ 7. ___ Thymus
2. Describe the functions of the endocrine system.	___ 1. Ductless glands (release secretions into the blood stream or tissue fluid to regulate body activities) ___ 2. Hormones (secretions that regulate certain body functions) ___ 3. Specific hormones ___ A. Adrenalin (produced by adrenal glands) ___ B. Insulin (produced by pancreas) ___ C. Thyroxine (produced by thyroid)
3. Define the common medical terms/elements related to the endocrine system.	___ 1. ___ Adren-adrenal ___ 2. ___ Endo-endocrine ___ 3. ___ Hormon-hormone ___ 4. ___ Gonad-gonad ___ 5. ___ Estr-estrogen
4. Describe the common diseases/disorders of the endocrine system.	___ 1. ___ Diabetes Mellitus ___ 2. ___ Hyperthyroidism ___ 3. ___ Hypothyroidism ___ 4. ___ Cushing's Disease
5. Describe the observations to be reported by the CNA to the nurse.	1. Identify <u>observations the signs and symptoms</u> related <u>to Diabetes</u> <u>to Diabetes</u> Mellitus A. Diabetic coma/hyperglycemia B. Insulin reaction/hypoglycemia C. Complaints of pain, redness, discoloration, change in skin temperature of extremities 2. Identify <u>observations the signs and symptoms</u> related <u>to thyroid</u> <u>to thyroid conditions</u> . A. Hyperthyroidism B. Hypothyroidism

- | | |
|---|--|
| 5. Describe the observations to be reported by the CNA to the nurse. (continued) | 3. Identify observations <u>the signs and symptoms</u> related to adrenal glands to adrenal glands by the CNA to the nurse.
A. Addison's Disease |
| 6. Demonstrate procedures related to the endocrine system. | 1. Collect a fresh fractional urine specimen
2. Perform urine testing
3. Performs <u>Endocrine system.</u>
2. <u>Perform</u> finger stick for blood sugar monitoring
3. <u>Reports results to RN/document</u> |

K. Care of the ~~Patient with~~ Patient's Urinary System Disorders

Objectives	Content
1. Name and locate, on a diagram, the organs of the urinary system.	1. Urethra 2. Urinary bladder 3. Ureters 4. Kidneys
2. Describe the function of the urinary system.	1. Produces urine 2. Eliminates urine 3. Maintains electrolyte, water, and acid-base balance
3. Define common medical terms/elements related to the urinary system.	1. Nephro(o)-nephrology 2. Uria-urine 3. Py-pyuria 4. Ren-renal 5. Cyst-cystitis 6. <u>Pyel</u> (o)-pyelogram 7. Oliguria 8. Anuria
4. Describe the common diseases/disorders of the urinary system.	1. Kidney failure 2. Nephritis 3. Cystitis 4. Kidney stones (calculi) 5. Neurogenic bladder 6. Urethritis 7. Incontinence
5. List the observations to be reported by the CNA to the nurse.	1. Frequency 2. Urgency 3. Nocturia 4. Edema of feet, ankles, face, hand, fingers 5. Weight gain 6. Edema of the abdomen 7. Anuria 8. Thirst 9. Dry looking, non elastic skin tone 10. Parched or cracked lips and tongue 11. Dysuria

- | | |
|--|--|
| 6. Describe the care of the incontinent patient. | 1. Importance of hygiene
2. Skin care
3. Use of incontinent supplies
4. Environmental concerns
5. Assisting with bladder retraining |
| 7. Demonstrate procedures related to the urinary system. | -1. Measure urinary intake and output
-2. Empty the urinary drainage bag
-3. Offer and remove the bedpan or urinal
-4. Provide catheter care
5. Collect a routine urine specimen
6. Empty a leg bag
7. Measure specific gravity
8. A. Care and handle urinary tubes properly
5. Collect a routine urine specimen
6. Empty a leg bag
7. Monitor urine using a reagent strip
8. Provide care to an established urostomy
A. Care for tubes and tubing
B. Provide care around established stoma
9. Strain urine
10. Apply condom catheter
11. Urinary testing with reagent strips
12. 24 hr. urine specimen
13. Collect a clean catch urine specimen |
| <u>7. Demonstrate procedures related to the</u> | |
| <u>J.</u> | <u>14. Apply an adult incontinent brief</u> |

L. Care of the ~~Patient with~~Patient's Nervous and Sensory System Disorders

Objectives	Content
1. List the divisions of the nervous system and their components.	1. Central nervous system (CNS), brain, and spinal cord functions 2. <u>Peripheral nervous system (PNS)</u> nerve structures outside of the brain and spinal cord 3. Autonomic nervous system (ANS) nerves controlling organs, walls of blood vessels, and other involuntary muscles
2. Describe the function of the nervous system.	1. Transmits information very rapidly through means of nerve impulses conducted from one neuron to another
3. Define reflex and stimulus.	1. Reflex (an involuntary response to a stimulus) 2. Stimulus (an agent that causes a change in the activity of a structure)
4. List five major sense organs.	1. Visual (sight) 2. Auditory (sound) 3. Olfactory (smell) 4. Gustatory (taste) 5. Tactile (pressure, heat, cold, pain)
5. Describe the effect of environmental factors on the patient.	1. External factors A. Taste B. Smell C. Touch-tactile changes D. Pain E. Sound 2. Internal factors A. Hunger B. Thirst
6. Define common medical terms/elements related to the nervous and sensory systems.	1. Cephal-encephalitis 2. Neuro-neuropathy 3. Cerebr-cerebral 4. Ot-otitis 5. Mening-meninges 6. Myel-myelin

7. Describe the common diseases/disorders of the nervous and sensory systems.

1. Multiple Sclerosis
2. Parkinson's Disease
3. Cerebral Palsy
4. Increased intra cranial pressure
of the nervous and sensory systems.
- A. Brain tumor
- B. Brain injury
- C. Cerebrovascular accident (CVA)/
stroke
5. Seizure disorder
6. Spinal cord injury
7. Meningitis
8. Herpes Zoster (Shingles)
9. Alzheimer's Disease and related dementias
10. Amyotrophic Lateral Sclerosis (ALS)

8. List observations to be reported by the CNA to the nurse.

- 1. Tremor (shaking)
- 2. Difficult swallowing
- 3. Difficult ambulation
- 4. Lack of facial expression/facial drooping
- 5. Complaints of double vision, blurriness,
and/or loss of color vision
- 6. Difficult speech
- 7. Numbness, tingling, and/or burning
- 8. Inability to move a specific part of the
body/weakness in specific limbs
- 9. Complaints of changes in sexual
Function
10. Loss of memory
11. Loss or decrease in orientation
(awareness of person, place, time)
12. Decrease in general information
13. Lack of judgment
14. Withdrawal from contact with others
15. Changes in mood
16. Complaints of lack of hearing
17. Inappropriate responses

8. List observations to be reported by the
CNA to the nurse(continued).

9. Describe the care of the seizure patient.

1. Observe basic neurological changes
2. Seizure precautions
3. Provide for patient safety during seizure

10. Demonstrate procedures related to the nervous and sensory system.

1. Care for the artificial eye
2. Care of a hearing aid
3. Care for eye glasses/contact lenses
4. ~~ADL~~ Activities of Daily Living (ADLs)
5. Assist patient with sensory orientation
 - A. Smell, taste, vision, touch, and hearing
 - B. Orient to time, place, and person

K.

M. Care of the ~~Patient with~~ Patient's Reproductive System ~~Disorders~~

Objectives

Content

1. Describe and locate, on a diagram, the structures of the male and female reproductive systems.

1. Female
 - A. Ovaries
 - B. Fallopian tubes
 - C. Uterus
 - D. Cervix
 - E. Vagina
 - F. Clitoris
 - G. Bartholin's gland
 - H. Labia
 - I. Breasts
2. Male
 - A. Testis
 - B. Scrotum
 - C. Epididymis
 - D. Vas deferens
 - E. Seminal vessel
 - F. Ejaculatory duct
 - ~~G. Prostate~~
 - H. Cowper's gland
 - I. Glans penis
 - J. Prepuce
 - ~~K. Urethral meatus~~
 - L. Urethra
 - ~~M. Bladder~~

1. Describe and locate, on a diagram, the
structures of the male and female
reproductive systems (continued)

2. Describe the functions of the male and female reproductive systems.

1. Male
 - A.- Reproduction
 - ~~B. Achieving sexual pleasure and release~~
 - B. Male sex cell-sperm
2. Female
 - A. Reproduction
 - ~~B. Achieving sexual pleasure and release~~
 - ~~C. Menstruation~~
 - C. Ovulation
 - D. Ovulation
 - ~~E. Menopause~~

3. Define common medical terms/elements to related the reproductive system.

1. Hyster-hysterectomy
2. Mast-mastectomy
3. Testi-testes
4. Arche-menarche
5. Orchi-orchietomy

4. Describe common diseases/disorders of the reproductive system.

1. Sexually transmitted diseases (STDs)
 - A. Syphilis
 - B. Gonorrhea
 - C. Pelvic Inflammatory Disease (PID)
 - D. HIV/AIDS
 - E. Chlamydia
 - F. Genital Herpes
 - G. Veneral Warts
2. Prostatitis
3. Impotence
4. Benign Prostatic Hypertrophy (BPH)
5. Male carcinomas
6. Endometriosis
7. Female carcinomas
8. Prolapsed uterus
9. Vaginal infections
10. Rectoceles/cystoceles
11. Toxic Shock

5. List observations to be reported by the CNA to the nurse.

1. Male
 - A. Painful or burning urination
 - B. Decreased force of urinary stream
 - C. Frequency and urgency of urination
 - D. Nocturia
 - E. Hematuria
 - F. Urethral discharge
 - G. Rashes

5. List observations to be reported by the

2. Female
 - A. Foul smelling vaginal discharge
 - B. Itching, burning, swelling, and soreness
 - C. Complaint of pelvic pain
 - D. Vaginal bleeding between periods
 - E. Excessively heavy menstrual flow
 - F. Discharge/lumps in breast or axilla
 - G. Rashes

6. Demonstrate procedures related to the reproductive system.

1. Administer perineal care/apply peri pad
2. Administer a non-medicated douche
3. Administer a sitz bath
 - A. Post partum/anal surgery/hemorrhoid

Unit XI

Care of Patients in Special Settings (Sections A-E)

| ~~At the~~Upon completion of this unit the student will be able to:

- | 1. ~~Care for the patient with unique needs~~Care for the patient's mental well being.
2. Care for the pediatric patient.
3. Care for the preoperative and postoperative patient.
4. Care for the geriatric patient.
5. Care for the patient in the home setting.

A. Care of the Patient with Unique Needs-Mental Health

At the completion of this unit the student will be able to:

1. Define mental illness, related treatment, and care.
- ~~2.~~ 2. Recognize signs and symptoms of mental illness.
3. Identify presenting behaviors associated with mental illnesses.
4. Describe the warning signs and impact of alcohol/substance abuse.
5. Describe the polypharmacy effects in older adults.
6. Identify the signs and symptoms of depression.
- ~~7.~~ 7. Recognize the risk factors in elder suicide.
8. Define common congenital disorders and discuss care of the patient with congenital disorders.
- ~~3.~~ 9. Define developmental disabilities, related treatment, and care.
- ~~4.~~ 10. Discuss the use of restraints for patients with unique needs.

Objectives	Content
1. Define mental illness, related treatment, and care. _____ _____ _____	1. Factors that contribute to mental health 2. Factors that influence mental illness 3. Common mental illnesses A. Schizophrenia B. Personality disorders C. Manic Depression D. Depression 1.—suicide prevention E. <u>Bipolar disorder</u> F. <u>Post Traumatic Stress Disorder (PTSD)</u> 4. Treatment of mental illness 5. Care of the individual with mental illness in various settings
2. <u>Recognize signs and symptoms of mental illness.</u> _____ _____	1. <u>Signs and symptoms</u> A. <u>Case studies</u> 2. <u>Contributing factors</u> 3. <u>Assessment</u>
3. <u>Identify presenting behaviors associated with associated with mental illness</u> _____ _____	1. <u>Prevention of common behaviors</u> A. <u>Schizophrenia</u> B. <u>Later in life paranoia</u> C. <u>Inappropriate sexual behaviors</u>
4. <u>Describe the warning signs and impact of alcohol/substance abuse.</u> _____	1. <u>Prevalence</u> 2. <u>Risk factors</u>
5. <u>Describe the polypharmacy effects in older adults.</u> _____	1. <u>Nicotine</u> 2. <u>Polypharmacy</u>
6. <u>Identify the signs and symptoms of depression.</u> _____ _____ _____ _____	1. <u>Causes</u> 2. <u>Signs and symptoms</u> 3. <u>Late-life depression</u> 4. <u>Prevention</u> 5. <u>Resources</u>
7. <u>Recognize the risk factors in elder suicide.</u> _____ _____ _____ _____	1. <u>The problem</u> 2. <u>Risk factors</u> 3. <u>Warning signs</u> 4. <u>Intervention</u> 5. <u>Resources</u>

8. Define common congenital disorders and discuss care of the patient with congenital disorders.

- 1.—Inherited disorders
- 2.—Visual, auditory, and speech deficits
- 3.—Care of the patient with congenital disorders in various settings

3.9. Define developmental disabilities, related treatment, and care.

- 1.—Diagnosis made during the related developmental period (birth to 21 years)
- 2.—Conditions that may be the result of impaired development
- 3.—Formal testing may be necessary to determine the degree of disability
- 4.—Treatment focuses on achieving optimum level of function
5. Care of individuals with developmental disabilities in a variety of settings

3.9. Define developmental disabilities, related treatment, and care.
(continued)

410. Discuss the use of restraints for patients with unique needs.

1. See Unit VII Objective 6(5.) and relate it to patients with unique needs

B. Care of the Pediatric Patient

| ~~At the~~Upon completion of this section the student will be able to:

1. Describe the unique characteristics of a pediatric setting.
2. Identify the special considerations one must take in working with the pediatric patient.
3. Discuss the most common medical/surgical problems found in a pediatric setting.

| ~~4.~~ 4.—List observations to be reported by the CNA to the nurse.

| 5. Identify care for the newborn/infant and post partum patient

<u>Objectives</u>	<u>Content</u>
1. Describe the unique characteristics of a pediatric setting.	1. Variety of ages <ul style="list-style-type: none"> A. Examples of groups B. Significance 2. Equipment differences, beds, blood pressure cuffs, and scales 3. Playroom and activity program 4. Rooming in
2. Identify the special considerations one must take in working with pediatric patients.	1. Safety requirements as per age 2. Communication needs as per age 3. Emotional needs (importance of family and comfort objects) 4. Physical differences <ul style="list-style-type: none"> A. Importance of temperature control in infants pediatric patients B. Ranges of pulse, respiration, and blood pressure C. Temperature
3. Discuss the most common medical/surgical problems found in a pediatric setting.	1. Congenital defects 2. Accidents 3. Tumors 4. Long-term or chronic conditions 5. Infectious diseases 6. Emotional disturbances 7. Psychosocial problems 8. Nutritional disorders 9. Respiratory problems <ul style="list-style-type: none"> A. Asthma
4. List observations to be reported by the CNA to the nurse.	1. Appearance and physical condition 2. Body function <ul style="list-style-type: none"> A. Vital signs B. Weights C. Intake/output 3. Movement and behavior 4. Family interaction and/or requests

- | | |
|---|---|
| <u>5. Identify the special considerations one</u> | <u>1. Safety requirements for the infant</u> |
| <u>must take in working with infants and post</u> | <u>2. Communication needs with mothers</u> |
| <u>partum patients.</u> | <u>3. Emotional needs (importance of family</u> |
| | <u>and comfort objects)</u> |
| | <u>4. Physical differences</u> |
| | <u>A. Importance of temperature control in</u> |
| | <u>infants</u> |
| | <u>B. Ranges of pulse, respiration, & B/P</u> |
| | <u>C. Temperature</u> |

C. Care of the Preoperative and Postoperative Patient

~~At the end~~ Upon completion of this section the student will be able to:

1. Define the role of the CNA in caring for the preoperative and postoperative patient.
2. Describe the common fears and concerns of surgical patients.
3. Explain how patients are prepared for surgery.
4. Describe how to prepare for the immediate postoperative patient.
6. ~~5.~~ Identify the signs and symptoms that must be reported to the nurse during the ~~—~~
postoperative period.
- ~~6~~7. Explain the importance of preventing surgical complications.

Objectives	Content
1. Define the role of the CNA in caring for the preoperative and postoperative patient.	1. Role of the physician, nurse, <u>and the and</u> CNA in the care of the _____ preoperative and postoperative patient
2. Describe the common fears and concerns of surgical patients.	1. Address psychosocial aspects of preoperative care A. Common fears and concerns of the _____ <u>preoperative patient</u> B. Role of the nurse and role of the CNA in dealing with these fears _____ and concerns
3. Explain how patients are prepared for surgery.	1. Preoperative preparation of the patient includes: A. Patient education B. Special tests C. Nutritional restrictions D. Enemas E. Personal care F. Skin preparation G. Consent forms H. Preoperative medications I. Preoperative check list
<u>3. Explain how patients are prepared for surgery (continued).</u>	2. Role of the physician, nurse, and CNA in _____ preoperative activities <u>3.</u> Role of the CNA in preparation of the _____ same day surgery patient

4. Describe how to prepare for the immediate postoperative patient.

1. Preparation of the patient returning from surgery

A. Room

1. surgical bed

2. special equipment

a). the use of basic electronic equipment to monitor vital-signs

3. safety precautions

a. ~~transference of~~ transfer patient from stretcher to bed

b). comfort and safety concerns for the patient

2.— Patient controlled analgesia (PCA)

a). patient controlled under licensed professional nurse supervision

3. ~~Tubes~~Care of tubing

4. Drainage

5. Identify the signs and symptoms that must be reported to the nurse during the postoperative period.

1. Changes in vital signs

2. Respiratory problems

3. Restlessness

4. Skin and temperature changes

5. Increased drainage or bleeding

6. Vomiting

7. Time and description of first voiding

8. Complaints of pain

6. Explain the importance of preventing surgical complications.

1. Importance of positioning a patient postoperatively

A. Comfort

B. Prevention of complications

C. Assist the nurse with Continuous Passive Motion (CPM)

D. Assist the nurse with automated venous compression devices

6. Explain the importance of preventing complications(continued).

2. Importance of “cough and deep breathe- in the prevention of _complications

A. Pneumonia

B. Atelectasis

C. Role of the nurse and CNA

D. Assist with the use of the incentive spirometer

D. Care of the Geriatric Patient

At the completion of this section the student will be able to:

1. ~~Describe aging and related aging issues.~~
2. ~~Describe~~ Recognize that many common beliefs about the aging process are based on misconceptions and myths and gain knowledge about current aging facts.
2. Explain positive aspects of aging.
3. ~~Identify physical disorders~~ Describe aging, the aging process, and related aging issues.
4. Describe Alzheimer's Disease and dementia.
5. Describe the special issues related to Alzheimer's disease and dementia.
6. Discuss responding to challenging behavior.
7. Identify physical disorders related to the aging process.
8. Identify the psychosocial aspects of aging.
- 5.9. Identify common medical and surgical problems in the geriatric patient.
6. ~~Describe types of living facilities for the elderly.~~

Objectives

Content

1. <u>Recognize that many common beliefs about the aging process are based on misconceptions and myths and gain knowledge about current aging facts.</u>	1. <u>They cannot work</u> 2. <u>They are all in nursing homes</u>
2. <u>Explain positive aspects of aging.</u>	1. <u>Healthy aging tips</u> 2. <u>Resources</u>
3. <u>Describe aging and related the aging issues process</u>	1. <u>Describe the aging person</u> 2. <u>Describe the role of the elderly in the home and community (including cultural aspects)</u> 3. <u>Describe the learning capacity of the elderly</u> 4. <u>Describe the special skin problems of the elderly person</u>
2. <u>Describe the related aging process.</u>	1. <u>issues.</u> 2. <u>Identify the major physical system changes and related risk factors of the aging process</u> 2. <u>changes and related risk factors of the aging process</u> 3. <u>Identify the nutritional needs of the aging patient</u> 4. <u>Discuss the emotional stresses that may be apparent during the aging process</u> 5. <u>Discuss sensory changes during the aging process</u> 6. <u>Describe the role of the elderly in the home and community (including cultural aspects)</u> 7. <u>Describe the learning capacity of the elderly</u> 8. <u>Describe the special skin problems of the elderly person</u>
4. <u>Describe Alzheimer's Disease (AD) and dementia.</u>	1. <u>Overview of the disease</u> 2. <u>Types</u> 3. <u>Who</u> 4. <u>Brain changes</u> 5. <u>Diagnosing Alzheimer's</u> 6. <u>Stages of Alzheimer's</u>

5. Describe the special issues related to <u>Alzheimer's Disease and Dementia.</u> <u>Alzheimer's Disease (AD) and other</u>	1. <u>Discuss Alzheimer's Disease and Dementia</u> All behavior has meaning A. Repetitive behaviors
	2. <u>Identify the common characteristics of Dementia</u>
	3. <u>related dementias.</u> B. Wandering C. Aggression D. Hallucinations and paranoia E. Catastrophic reactions
5. Describe the special issues related to <u>Alzheimer's Disease and other related</u>	2. Discuss the physical and emotional needs of the patient with Alzheimer's- <u>Disease and Dementia</u>
	4. <u>Discuss appropriate intervention strategies when dealing with the confused and agitated person</u>
<u>Disease and dementia</u>	5. <u>dementias (continued).</u>
	3. Discuss stressors of Alzheimer's Disease and <u>Dementiadementia</u> on the family and how the CNA can assist in their support
6. Discuss responding to challenging behaviors.	1. <u>Basic principles</u>
	2. <u>Cues and clues</u>
	3. <u>Identify triggers for potential problem behaviors</u>
	4. <u>Outline the plan</u>
	5. <u>Managing Alzheimer's Disease</u>
7. Identify physical disorders related to the aging process.	1. Identify physical disorders common to aging 2. Identify causes of physical disorders 3. Identify pertinent observations to be made and reported to the nurse by the CNA A. Changes due to drug treatment B. Changes in physical or mental condition C. Changes in behavior due to pain
4. <u>Identify physical disorders relating to the aging process. (continued)</u>	

| 58. Identify the psychosocial aspects of aging.

1. Identify basic human needs, including physical, sociocultural, and psychological aspects
2. Describe the personality and attitude changes that may occur in aging
3. Identify losses that may occur in aging
4. Explain how the attitudes of society contribute to the psychological problems of aging
5. Describe ways that the elderly may be subject to abuse
6. Identify common myths related to sexuality in aging

| 9. Identify common medical and surgical problems in the geriatric patient.

1. Cancer
2. Heart disease
 - A.—Congestive Heart Failure (CHF)
 - B.—Angina
3. Diabetes
4. Multisystem diseases

E. Care of the Patient in the Home Setting

At the completion of this section the student will be able to:

1. Describe the role of the CNA as a member of the home care team.
2. List and discuss community resources that support patients at home.
3. Discuss special considerations and adaptations necessary for caring for a patient at home.

| — 4. — Discuss the impact of home care on the family. —

|

Objectives

Content

1. _____ Describe the role of the CNA as a member _____ of the home care team.	1. _____ Discuss Chapter 5: Regulations Relating to Training Programs and Delegation by Registered Professional Nurses of Selected Nursing Tasks to Certified Nursing Assistants A. Delegation by R.N. <u>a registered professional nurse</u> B. Supervision by R.N. <u>a registered Professional nurse</u>
	2. List home health team members and discuss their role in the team. A. RN B. LPN C. Physical therapist D. Occupational therapist E. Speech therapist F. HHA G. PSS H. Case manager I. Volunteer J. Social workers
<u>1. Describe the role of the CNA as a member of the home care team (continued).</u>	3. _____ Discuss activities provided by <u>a</u> HHA A. _____ Personal care B. _____ Light housekeeping C. _____ Meal preparation
2. Discuss special considerations and adaptations necessary when caring for a patient at home.	1. Safety in the home care setting A. Infection control B. Personal safety C. Adaptable equipment D. Food, kitchen safety, and storage E. Tub transfers F. Stairs G. Use of standard beds H. Ergonomics/body mechanics 2. Reemphasize the CNA's role in the administration of oxygen 3. Assisting the patient with self administration of medications _____

3. Discuss the impact of home care on the family.
1. Discuss traditional and nontraditional families
2. Describe functional and nonfunctional family behavior
3. Identify the reaction of family members to stress
4. Discuss stress reactions in the caregiver and ways to provide support
5. Discuss the impact of cultural values on care giving
6. Discuss death of a terminal patient at home

APPENDIX A

Examples of General Patient Observations

1. Ability to respond

- a. Is the patient easy or difficult to arouse to voice?
- b. Is the patient able to give his/her name, the time, and the location when asked?
- c. Can the patient identify others accurately?
- d. Can the patient answer questions appropriately?
- e. Can the patient speak clearly?
- f. Are instructions followed appropriately?
- g. Is the patient calm, restless, excited?
- h. Is the patient conversing, quiet, or talking excessively?

2. Pain or Discomfort

- a. Where is the pain located? Ask the patient to point to the pain.
- b. Does the pain radiate anywhere else?
- c. What is the duration of the pain?
- d. What is the patient's description of the pain?
 - i. sharp
 - ii. severe
 - iii. knifelike
 - iv. dull
 - v. burning
 - vi. aching
 - vii. comes and goes
 - viii. depends on position
- e. Is the patient able to sleep and rest, move around, and eat?
- f. What is the position of comfort?
- g. Determine the level of pain using the facility appropriate chart

3. Respirations

- a. Do both sides of the chest rise and fall with respirations?
- b. Is there noisy breathing?
- c. Is there difficult breathing?
- d. What is the amount and color of the patient's sputum?
- e. What is the frequency of the patient's cough?
- f. Can the patient speak?

4. Skin

- a. Is the skin pale or flushed?
- b. Is the skin cool, warm, or hot?
- c. Is the skin moist or dry?
- d.—What color are the lips and nails?
- e. Are there sores or reddened areas?

5. **Bowel and Bladder**

- a. Is the abdomen soft or hard?
- b. Does the patient complain of gas?
- c. What is the amount, color and consistency of the patient's bowel movement?
- d. What is the frequency of bowel movements?
- e. Does the patient have pain or difficulty urinating?
- f. What is the amount of urine?
- g. What is the frequency of urination?
- h. What is the color and consistency of the urine?

6. **Movement**

- a. Can the patient move his/her legs?
- b. Are movements shaky/jerky?

7. **Appetite**

- a. What is the type of diet?
- b. Does the patient like the diet?
- c. What are the food preferences?
- d. How much food is consumed?
- e. How much fluid is consumed?
- f. What does the patient prefer for liquids?
- g. Is the patient experiencing nausea/vomiting?
- h. What is the amount, color, consistency of vomitus?
- i. Is the patient belching?

8. **Eyes, Ears, Nose, and Mouth**

- a. Is there eye drainage? What is the color and amount?
- b. Are the eyelids closed?
- c. Are eyes reddened?
- d. Does the patient complain of spots, flashes, or blurring?
- e. Is the patient sensitive to bright lights?
- f. Is there drainage from the ears? What color and amount?
- g. Can the patient hear? Does he/she need things repeated? Does he/she answer appropriately?
- h. Is there drainage from the nose? What color and amount?
- i. Is there breath odor?
- j. Does the patient complain of a bad taste in the mouth?
- k. Is the patient able to feed self?
- l. Is the patient able to ambulate by self?
- m. What amount of assistance is needed?

9. Activities of Daily Living

- a. Is the patient able to perform personal care without help?
 - i. bathing
 - ii. brushing teeth
 - iii. combing and brushing hair
 - iv. shaving
- b. Does the patient use the toilet, commode, bedpan, or urinal?

- ~~c. Is the patient able to feed self?~~
- ~~d. Is the patient able to ambulate by self?~~
- ~~e. What amount of assistance is needed?~~

10. Observations Related to Psychological Status

- a. Is the patient anxious?
- b. Is the patient confused?
- c. Is the patient withdrawn/sad/teary?

{Skill Sheets have been changed to include curriculum changes – an Excel version will be made available}

Student Name:				
<u>NURSING ASSISTANT TASKS</u> <u>CHECKLIST</u>	Revised 2008			
	<u>Demo Date</u>	<u>Student Return Demo Date Lab</u>	<u>Student Return Demo Date Clinical</u>	<u>Instructor's Initials and Signature</u>
<u>Handwashing</u>	-	-	-	-
<u>Personal Protective Equipment</u>	-	-	-	-
· <u>gowning</u>	-	-	-	-
· <u>gloving</u>	-	-	-	-
· <u>mask technique</u>	-	-	-	-
· <u>goggles/caps/booties</u>	-	-	-	-
· <u>double bagging</u>	-	-	-	-
<u>Protective Devices</u>	-	-	-	-
· <u>adaptive devices</u>	-	-	-	-
· <u>extremities</u>	-	-	-	-
· <u>belt</u>	-	-	-	-
· <u>side rails</u>	-	-	-	-
· <u>protective cushions</u>	-	-	-	-
· <u>enablers/merry walker/trapeze</u>	-	-	-	-
· <u>electronic devices</u>	-	-	-	-
· <u>bed/lock wheels</u>	-	-	-	-
· <u>documentation</u>	-	-	-	-
<u>Ergonomics for C N A</u>	-	-	-	-
<u>Oxygen/Shut off Valve</u>	-	-	-	-
<u>Fire Safety</u>	-	-	-	-
· <u>Fire Extinguisher P.A.S.S.</u>	-	-	-	-
· <u>Fire Plan R.A.C.E</u>	-	-	-	-
· <u>Disaster Plans</u>	-	-	-	-
<u>Use Material Safety Data Sheet</u>	-	-	-	-
<u>Bed Making</u>	-	-	-	-
· <u>closed</u>	-	-	-	-
· <u>open</u>	-	-	-	-
<u>Bed Making/occupied</u>	-	-	-	-
<u>Admission Procedure</u>	-	-	-	-
<u>Transfer to Patient to Room</u>	-	-	-	-

	<u>Demo Date</u>	<u>Student Return Demo Date Lab</u>	<u>Student Return Demo Date Clinical</u>	<u>Instructor's Initials and Signature</u>
<u>Discharge Procedure</u>				
<u>Postmortem Care</u>				
· <u>per facility policy</u>	-	-	-	-
· <u>remove tubes from body</u>	-	-	-	-
· <u>cultural sensitivity</u>	-	-	-	-
· <u>medical and legal parameters</u>	-	-	-	-
<u>Bath</u>	-	-	-	-
· <u>complete bed bath</u>	-	-	-	-
· <u>partial bed bath</u>	-	-	-	-
· <u>am and pm care</u>	-	-	-	-
· <u>shower</u>	-	-	-	-
· <u>whirlpool/tub bath</u>	-	-	-	-
<u>Personal Grooming</u>	-	-	-	-
· <u>shaving/electric/safety razor</u>	-	-	-	-
· <u>finger nail care</u>	-	-	-	-
· <u>cleaning</u>	-	-	-	-
· <u>cutting</u>	-	-	-	-
· <u>foot care</u>	-	-	-	-
· <u>soaks</u>	-	-	-	-
· <u>lotions</u>	-	-	-	-
· <u>toenail clipping</u>	-	-	-	-
· <u>hair care/combing and care</u>	-	-	-	-
· <u>shampoo/bed/tub/ shower</u>	-	-	-	-
· <u>appearance</u>	-	-	-	-
· <u>dress appropriately for the client</u>				
<u>Use Preventive Measures to Maintain Good Skin Care</u>	-	-	-	-
· <u>back care</u>	-	-	-	-
· <u>apply topical creams, lotions, ointments</u>	-	-	-	-
· <u>prescription</u>	-	-	-	-
· <u>non-prescription</u>	-	-	-	-
· <u>apply simple dressing</u>	-	-	-	-
· <u>sterile/bandaid + 4X4 gauze</u>	-	-	-	-
· <u>non-sterile</u>	-	-	-	-
· <u>perform simple wound care</u>	-	-	-	-

<u>Protective Devices</u>	<u>Demo</u>	<u>Student Return Demo Date Lab</u>	<u>Student Return Demo Date Clinical</u>	<u>Instructor's Initials and Signature</u>
· <u>apply heel & elbow protectors</u>	-	-	-	-
· <u>use special mattress/beds</u>	-	-	-	-
· <u>apply other positioning devices</u>		-	-	-
<u>Positioning/Body Mechanics</u>				
· <u>moving patient in bed</u>	-	-	-	-
· <u>turning helpless patient</u>	-	-	-	-
· <u>log rolling</u>	-	-	-	-
· <u>range of motion</u>	-	-	-	-
· <u>active</u>	-	-	-	-
· <u>passive</u>	-	-	-	-
<u>Transfers/Transport</u>	-	-	-	-
· <u>into/out of motor vehicle</u>	-	-	-	-
· <u>using a mechanical lift</u>	-	-	-	-
· <u>using a wheel chair</u>	-	-	-	-
· <u>using a geri-chair</u>	-	-	-	-
· <u>using a stretcher</u>	-	-	-	-
· <u>assist with use of the commode</u>	-	-	-	-
· <u>assist with a shower</u>	-	-	-	-
· <u>assist with transfer board/slide board</u>	-	-	-	-
· <u>assist with ambulation</u>	-	-	-	-
· <u>use a gait belt</u>	-	-	-	-
· <u>one assist</u>	-	-	-	-
· <u>two assist</u>	-	-	-	-
<u>Ambulate Using Assistive Devices</u>	-	-	-	-
· <u>crutches/cane</u>	-	-	-	-
· <u>walker</u>	-	-	-	-
<u>Patient Aids</u>	-	-	-	-
· <u>apply hot/cold/warm/ moist/dry packs</u>	-	-	-	-
· <u>apply splint</u>	-	-	-	-
· <u>cast care</u>	-	-	-	-
· <u>bed cradle/footboard</u>	-	-	-	-
· <u>apply</u> <u>prosthesis/braces</u>	-	-	-	-
· <u>apply elastic bandage /sling</u>	-	-	-	-

	<u>Demo</u>	<u>Student Demo Date Lab</u>	<u>Student Demo Date Clinical</u>	<u>Instructor's Initials and Signature</u>
<u>Taking a Patient Temperature</u>				
· <u>oral</u>	-	-	-	-
· <u>rectal</u>	-	-	-	-
· <u>tympanic</u>	-	-	-	-
· <u>axillary</u>	-	-	-	-
· <u>electronic</u>		-		
<u>Measure Pulse (manually and w/ doppler)</u>	-	-		-
· <u>radial</u>	-	-	-	-
· <u>brachial</u>				
· <u>apical</u>	-	-	-	-
· <u>pedal</u>	-	-	-	-
· <u>carotid</u>	-	-	-	-
· <u>femoral</u>	-	-	-	-
· <u>document/record # of beats</u>	-	-	-	-
· <u>report # and character of beats</u>	-	-	-	-
<u>Measure Respirations</u>	-	-	-	-
· <u>document/record # & character of respirations</u>	-	-	-	-
<u>Measure Blood Pressure using AHA Guidelines</u>	-	-	-	-
· <u>determine correct cuff size</u>	-	-	-	-
· <u>manually</u>	-	-	-	-
· <u>electronically</u>	-	-	-	-
· <u>determine orthostatic blood pressure</u>	-	-	-	-
· <u>report blood pressure to nurse</u>	-	-	-	-
<u>Obtain Patient Height and Weight</u>	-	-	-	-
<u>Collect Data on Pain</u>	-	-	-	-
· <u>report results to nurse</u>	-	-	-	-
<u>Provide Mouth Care</u>	-	-	-	-
· <u>natural teeth</u>	-	-	-	-
· <u>dentures</u>	-	-	-	-
· <u>special mouth care for an unconscious patient</u>	-	-	-	-
<u>Provide ADLs for a:</u>	-	-	-	-
· <u>patient with nasogastric tube</u>	-	-	-	-
· <u>patient with gavage tube</u>	-	-	-	-
· <u>provide care to the external tubing devices</u>	-	-	-	-
· <u>provide care to a patient who is vomiting/turn head</u>	-	-	-	-

<u>-</u>	<u>Demo</u>	<u>Student Return Demo Date Lab</u>	<u>Student Return Demo Date Clinical</u>	<u>Instructor's Initials and Signature</u>
<u>· mouth care</u>	-	-	-	-
<u>· provide care to a patient with an I.V.</u>	-	-	-	-
<u>· care for IV tubing</u>	-	-	-	-
<u>· test for gastrocult</u>	-	-	-	-
<u>Administer Enemas</u>	-	-	-	-
<u>· soap suds enema (SSE)</u>	-	-	-	-
<u>· disposable</u>	-	-	-	-
<u>Insert Suppository</u>	-	-	-	-
<u>· non-medicated</u>	-	-	-	-
<u>· laxative suppository (long-standing bowel program)</u>	-	-	-	-
<u>Provide Colo/Ileostomy Care (well-established stoma)</u>	-	-	-	-
<u>Collect Stool Specimen</u>	-	-	-	-
<u>Record Stool Output</u>	-	-	-	-
<u>Test Stool (Hemocult)</u>	-	-	-	-
<u>Intake and Output</u>	-	-	-	-
<u>· calculate % food consumed</u>	-	-	-	-
<u>· calculate fluids consumed</u>	-	-	-	-
<u>· document</u>	-	-	-	-
<u>Assist Patient with Established Bowel/Bladder Training Program</u>	-	-	-	-
<u>Patient Feeding</u>	-	-	-	-
<u>· set up tray/place</u>	-	-	-	-
<u>· prepare patient for meals</u>	-	-	-	-
<u>· serve meals</u>	-	-	-	-
<u>· independent feed</u>	-	-	-	-
<u>· feed a patient with dysphagia</u>	-	-	-	-
<u>· dependent feed</u>	-	-	-	-
<u>· use of thickeners</u>	-	-	-	-
<u>· maintain hydration</u>	-	-	-	-
<u>· pass supplement nourishments</u>	-	-	-	-
<u>Measure Pulse/Oxygen Level with Pulse Oximeter</u>	-	-	-	-
<u>Oxygen</u>	-	-	-	-
<u>· plug & unplug for transport</u>	-	-	-	-
<u>· convert to/from portable tank/concentrator</u>	-	-	-	-
<u>· convert to/from back-up tank/concentrator</u>	-	-	-	-

<u>—</u>	<u>Demo</u>	<u>Student Demo Date Lab</u>	<u>Student Demo Date Clinical</u>	<u>Instructor's Initials and Signature</u>
<u>· adjust O2 flow from established O2 therapy plan (RN supervised)</u>				
<u>· assist nurse with application of oxygen devices</u>	-	-	-	-
<u>Assist Patient with Incentive Spirometer Device</u>	-	-	-	-
<u>Assist with Application & Cleaning of Positive/Negative Pressure Assistive Devices</u>	-	-	-	-
<u>Assist Patient to Cough, Turn & Deep Breathe</u>	-	-	-	-
<u>Provide ADLs for a Patient with a Tracheostomy</u>	-	-	-	-
<u>Assist Patient with Application of Antiembolism Stockings/Devices</u>	-			
<u>Provide Relief for Patient's Obstructed Airway</u>				
<u>Perform Finger Stick Blood Sugar Procedure</u>	-	-	-	-
<u>Report/Document Results of Blood Sugar Reading</u>	-	-	-	-
<u>Measure Urinary Output</u>	-	-	-	-
<u>Empty/Record Urinary Drainage/Leg Bag</u>	-	-	-	-
<u>Offer/Remove Bedpan/Urinal</u>	-	-	-	-
<u>Provide Care to Established Urostomy</u>	-	-	-	-
<u>· care of tubing</u>	-	-	-	-
<u>· empty bag</u>	-	-	-	-
<u>Provide Catheter Care</u>	-	-	-	-
<u>· handle urinary tubes appropriately</u>	-	-	-	-
<u>Collects Urine Specimens</u>	-	-	-	-
<u>· collects 24 hour urine specimens</u>	-	-	-	-
<u>· collect clean catch urine</u>	-	-	-	-
<u>· collect routine urine</u>	-	-	-	-
<u>· strain urine for calculi</u>	-	-	-	-
<u>Apply Condom Catheter</u>	-	-	-	-
<u>Provide Incontinent Care</u>	-	-	-	-
<u>Apply Properly Sized Adult Incontinent Brief</u>	-	-	-	-
<u>Provide Care for Eye Glasses/Contacts/Artificial Eye</u>	-	-	-	-
<u>Provide Care for a Hearing Aid</u>	-	-	-	-
<u>Assist Patient with Sensory Orientation</u>	-	-	-	-
<u>· touch, smell, taste, hearing and vision</u>	-	-	-	-
<u>Complete CNA-specific tasks on the Pre-op Checklist</u>	-	-	-	-
<u>Assist Patient with Turning/Coughing/Deep Breathing Exercises</u>	-	-	-	-
<u>Provide for the Comfort and Safety of the Patient</u>	-	-	-	-

	<u>Demo</u>	<u>Student Return Demo Date Lab</u>	<u>Student Return Demo Clinical</u>	<u>Instructor's Initials and Signature</u>
<u>Empty Drainage Collection Devices with Nurse Supervision</u>	-			
<u>Care of the Mother/Infant</u>	-	-	-	-
<u>· measure temperature, pulse, respiration and B/P of an infant</u>	-	-	-	-
<u>· care for the infant's umbilical cord</u>	-	-	-	-
<u>· care for the post partum patient</u>				
<u>Care of the Pediatric Patient</u>				
<u>· measure temperature, pulse, respiration & B/P of a child</u>				
<u>Care of Adolescent-Vital Signs</u>	-			
<u>Provide Skin Care and Put a Diaper on an Infant/Child</u>	-	-	-	

The knowledge of all the skills have been demonstrated satisfactorily by the student.

Instructors Initials and Signature:

School:

APPENDIX C

Examples of Abbreviations

Abbreviation	Meaning	Abbreviation	Meaning
<i>aa</i>	<i>of each, equal parts</i>	<i>ml</i>	<i>milliliter</i>
<i>abd</i>	<i>abdomen</i>	<i>NPO</i>	<i>nothing by mouth</i>
<i>ABR</i>	<i>absolute bed rest</i>	<i>O2</i>	<i>oxygen</i>
<i>abd</i>	<i>abdomen</i>	<i>NP</i>	<i>nurse practitioner</i>
<i>ac</i>	<i>before meals</i>	<i>NPO</i>	<i>nothing by mouth</i>
<i>ad lib</i>	<i>if patient so desires</i>	<i>OPD</i>	<i>outpatient department</i>
<i>O2</i>	<i>oxygen</i>		
<i>ADL</i>	<i>activities of daily living</i>	<i>OR</i>	<i>operating room</i>
<i>OOB</i>			<i>out of bed</i>
<i>A.M.</i>	<i>-morning</i>	<i>ortho</i>	<i>orthopedics</i>
<i>OPD</i>			<i>outpatient department</i>
<i>amb</i>	<i>ambulation, walking</i>	<i>OR</i>	<i>operating room</i>
<i>amt</i>	<i>amount</i>	<i>OT</i>	<i>occupational therapy</i>
<i>@</i>	<i>at</i>	<i>oz</i>	<i>ounce</i>
<i>@</i>	<i>at</i>	<i>pc</i>	<i>after meals</i>
<i>bid</i>	<i>twice a day</i>	<i>Peds</i>	<i>pediatrics</i>
<i>P.A.</i>	<i>physician assistant</i>		
<i>BM</i>	<i>bowel movement, feces</i>	<i>per</i>	<i>by, through</i>
<i>BP</i>	<i>blood pressure</i>	<i>per</i>	<i>by, through</i>
<i>BR</i>	<i>bedrest</i>	<i>P.M.</i>	<i>afternoon</i>
<i>BR</i>	<i>bedrest</i>	<i>po</i>	<i>by mouth</i>
<i>BRP</i>	<i>bathroom privileges</i>	<i>post</i>	<i>after</i>
<i>BRP</i>	<i>bathroom privileges</i>	<i>po</i>	<i>by mouth</i>
<i>C</i>	<i>Centigrade, Celsius</i>	<i>post</i>	<i>after</i>
<i>c</i>	<i>with</i>	<i>postop</i>	<i>postoperative</i>
<i>e</i>	<i>with</i>	<i>prn</i>	<i>when ever necessary</i>
<i>CBC</i>	<i>complete blood count</i>	<i>preop</i>	<i>before surgery</i>
<i>prn</i>	<i>whenever necessary</i>		
<i>ee</i>	<i>cubic centimeter</i>	<i>prep</i>	<i>prepare pt for surgery</i>
<i>CCU</i>	<i>cardiac care unit</i>	<i>pt</i>	<i>patient or pint</i>
<i>CBR</i>	<i>complete bedrest</i>	<i>PT</i>	<i>physical therapy</i>
<i>C.N.A.</i>	<i>certified nursing assistant</i>	<i>q</i>	<i>every</i>
<i>CNM</i>	<i>certified nurse-midwife</i>	<i>prep</i>	<i>prepare pt for surg</i>
<i>C/O</i>	<i>complaint of</i>	<i>qd</i>	<i>every day</i>
<i>PT</i>	<i>physical therapy</i>	<i>CPR</i>	<i>cardiopulmonary resuscitation</i>
<i>qh</i>	<i>every hour</i>	<i>pt</i>	<i>patient or pint</i>
<i>q2h</i>	<i>every 2 hours</i>	<i>q</i>	<i>every</i>
<i>CVA</i>	<i>Cerebrovascular accident</i>	<i>q3h</i>	<i>every 3 hours</i>
<i>dc</i>	<i>discontinue</i>	<i>qh</i>	<i>hour</i>
<i>Disch</i>	<i>discharge</i>	<i>QHS</i>	<i>every night at bedtime</i>
<i>drsg</i>	<i>Disch</i>	<i>qid</i>	<i>four times per day</i>
<i>Drsg</i>	<i>dressing</i>	<i>q2h</i>	<i>every 2 hour</i>
	<i>god</i>	<i>q3h</i>	<i>every 3 hours</i>

<u>D.O.</u>	<u>osteopathic doctor</u>	<u>qhs</u>	<u>every night at bedtime</u>
<u>DOA</u>	<u>dead on arrival</u>	<u>qid</u>	<u>four times per day</u>
<u>Dr.</u>	<u>doctor</u>	<u>qs</u>	<u>quantity sufficient</u>
<u>Dx.</u>	<u>diagnosis</u>	<u>qt</u>	<u>quart</u>
<u>ECG/EKG</u>	<u>electrocardiogram</u>	<u>Rm</u>	<u>room</u>
<u>ED</u>	<u>emergency department</u>	<u>ROM</u>	<u>range of motion</u>
<u>R.N.</u>	<u>registered nurse</u>		
<u>EEG</u>	<u>electroencephalogram</u>	<u>RRrecovery room</u>	<u>Rx</u> <u>treatment</u>
<u>EENT</u>	<u>eyes, ears, nose and throat</u>	<u>Rx</u>	<u>treatment</u>
<u>ER</u>	<u>emergency room</u>	<u>s</u>	<u>without</u>
<u>F</u>	<u>Fahrenheit</u>	<u>S&A</u>	<u>sugar and acetone</u>
<u>ft</u>	<u>foot</u>	<u>SOB</u>	<u>shortness of breath</u>
<u>F</u>	<u>Fahrenheit</u>	<u>spec</u>	<u>specimen</u>
<u>ft</u>	<u>foot</u>	<u>SSE</u>	<u>soap suds enema</u>
<u>gal</u>	<u>gallon</u>	<u>s</u>	<u>without</u>
<u>GI</u>	<u>gastrointestinal</u>	<u>ss one-half</u>	<u>stat</u> <u>immediately</u>
<u>GU</u>	<u>genitourinary</u>	<u>SSE</u>	<u>soap suds enema</u>
<u>gyn</u>	<u>gynecology</u>	<u>stat</u>	<u>immediately</u>
<u>H₂O</u>	<u>water</u>	<u>STD</u>	<u>sexually transmitted disease</u>
<u>hr</u>	<u>hour</u>	<u>GYN</u>	<u>gynecology</u>
<u>hs</u>	<u>bedtime, hour of sleep</u>	<u>Surg</u>	<u>surgery</u>
<u>ht</u>	<u>height</u>	<u>TID</u>	<u>three times per day</u>
<u>ICU</u>	<u>intensive care unit</u>	<u>H₂O</u>	<u>water</u>
<u>Surg</u>	<u>surgery</u>		
<u>hr</u>	<u>hour</u>	<u>TLC</u>	<u>tender loving care</u>
<u>I&O</u>	<u>intake and output</u>	<u>ht</u>	<u>height</u>
<u>TPR</u>	<u>temperature, pulse &</u>		
<u>I&O</u>	<u>intake and output</u>		<u>respirations</u>
<u>IV</u>	<u>intravenous</u>		<u>respirations</u>
<u>L</u>	<u>liter</u>		<u>UA</u> <u>urinalysis</u>
<u>lab</u>	<u>laboratory</u>	<u>VDRL</u>	<u>Venereal Disease</u>
<u>lb</u>	<u>pound</u>		<u>Research Lab (test for</u>
<u>liq</u>	<u>liquid</u>		<u>venereal disease)</u>
<u>L.P.N.</u>	<u>licensed practical nurse</u>	<u>vs</u>	<u>vital signs</u>
<u>M.D.</u>	<u>medical doetor</u>	<u>L</u>	<u>liter</u>
<u>v/s</u>	<u>vital signs</u>		
<u>lab</u>	<u>laboratory</u>	<u>WBC</u>	<u>white blood count</u>
<u>lb</u>	<u>pound</u>	<u>wt</u>	<u>weight</u>
<u>liq</u>	<u>liquid</u>		
<u>L.P.N.</u>	<u>licensed practical nurse</u>		
<u>M.D.</u>	<u>medical doctor</u>		

APPENDIX D

Examples of
Admission-Retention-Dismissal
Criteria
For
CNA Programs
Developed by:
MHOEA
(Maine Health Occupations Education Association)
July 21, 2004

Examples of Standards of Admission, Retention, Dismissal Policies for secondary and adult education CNA programs as developed by Health Occupations instructors on June 25, 1991, and as amended August 2000, and July 2004.

_____ Department of Education–
University of Southern Maine
MHOEA

I have read and understand the admission/retention/dismissal policies
of _____
and agree to abide by the rules and regulations of the program.

EXAMPLE OF
CERTIFIED NURSING ASSISTANT COURSE
PHILOSOPHY

Nursing care is concerned with the basic needs of individuals who have physical, mental, social, and cultural dysfunction. The CNA with appropriate education and training is capable of giving nursing care under the supervision and delegation of the registered professional nurse in tasks which support nursing practice.

OBJECTIVES:

The objectives of this course are to provide a means of acquiring basic nursing techniques and skills designed to furnish the graduate with entry level skills in the health field. The experience gained as a CNA also enables the individual to consider and pursue upward mobility in the health services as opportunities arise.

At the completion of this course, the student will be able to:

- a. Maintain a proper physical and emotional patient environment.
- b. Report and record observations.
- c. Provide assistance in personal hygiene.
- d. Assist with body movement and ambulation.
- e. Assist with nutrition and elimination.
- f. Assist with emergency situations.
- g. Assist the registered professional nurse in providing general patient care.
- h. Communicate in an effective and positive manner.

EXAMPLE OF ADMISSION CRITERIA

Important: You will be required to have a State Bureau of Identification (SBI) done prior to beginning the clinical experience of this program and this must be submitted to the Registry when you are being placed on the Certified Nursing Assistant Registry. The attached fact sheet on employment restrictions provides information about felony convictions that will bar you from employment as a Certified Nursing Assistant. Please read the fact sheet and sign the application form stating that you have read and understand the information regarding your ineligibility for employment if you have any convictions.

1. Minimum age 16

2. Good Physical and Mental Health

- good grooming and personal hygiene
- absence of drug and alcohol abuse
- dependable, reliable, work habits

3. High School Diploma or GED

4. Ability to Read and Write English

- grade level of the 9.0 (preferred 12.9)
- entrance exam-TABE adult level student

5. Completed SBI Check

6. Immunization Measles, Mumps, and Rubella (MMR) unless born before 1956

- all immunizations and testing required by cooperating clinical facility, including Hepatitis B and evidence of negative T.B. test or negative chest x-ray

7. Physical Exam within the past year-letter from physician stating the candidate is physically capable of doing CNA work

8. Two Letters of Reference

9. Interview with Primary Instructor

EXAMPLE OF RETENTION CRITERIA

Successful completion of a CNA Course is dependent upon many factors. Participants who engage in any of the behaviors listed below may be dismissed from the program. The instructor will meet with the student and provide the appropriate documentation of warning, probation, or dismissal. The student and instructor will plan goals and the student will be given the appropriate amount of time to improve through meeting the goals.

1. Attitudes

a. Acts of verbal or physical aggression

b. Displaying negative attitudes with peers, instructor, or facility staff members

2. Absenteeism

a. Each educational program must have a policy relating to absenteeism and provision of make-up for the students.

b. Every student in the program is required to attend all 180 hours of program including 90 hours theory, 20 hours skills laboratory, and 70 hours clinical practice. (See Maine State Board of Nursing Curriculum)

c. If an absence does occur and it is due to illness or other unavoidable reason, the student must call their instructor the morning of the class/lab/clinical experience.

d. Unexcused absences, including no call, no show are grounds for immediate dismissal from the program.

e. Arrangement for make-up is the responsibility of the student. The student will check with the instructor on the first day back for any missed work and arrange with the instructor to make-up the class, lab, or clinical experiences. This will be done at the discretion of the instructor.

3. Failure to Meet the Academic Grade Level (discretion of the school/instructor)

4. Cheating on Exams

5. Theft or Destruction of Property

6. Presence of Drugs or Alcohol

7. Repeated Disruptive Behavior in Class, Lab, or Clinical Sites

a. Behavior that interferes with the learning process of other students

b. Behavior that compromises patient safety

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for
Certified Nursing Assistant Instructors

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